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ABSTRACT

The development and validation of a Portuguese oral language test are described. The test consisted of five item types: personal conversation, giving directions, description of picture sequences, topical discourse, and oral task completion based on printed instructions. Three preliminary forms of the test were administered to a group of language students and native speakers, and follow-up questionnaires elicited information about format and item preferences. Based on responses, minor changes were made in test items, timing, and instructions. Two versions of the test's taped portion, one in Brazilian and one in Lusitanian Portuguese, were made. A validation study assessed interrater reliability, interchangeability of the three test versions, and the comparability of responses to the taped interview versus a live interview. Interrater reliabilities were found to be uniform across the test forms and live interview, and interrater reliability was not adversely affected by the semi-direct format. Feedback on test construction and difficulty was generally supportive, although most respondents preferred the live interview to the taped version. The test has been operationalized and is currently available. Development of similar tests for Hausa, Hebrew, and Indonesian will follow. Nine figures are provided; test forms and test administration information, comprising two-thirds of the document, are appended. (MSE)

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Development of the Portuguese Speaking Test

Year One Project Report for

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Office of International Research and Studies

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Development of Semi-Direct Tests of Oral Proficiency in Hausa, Hebrew, Indonesian and Portuguese

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OVERVIEW OF THE PROJECT

During the past decade, thanks primarily to the efforts of the American Council on the Teaching of Foreign Languages (ACTFL) and the Educational Testing Service (ETS), and with the assistance of several government language training agencies under the auspices of the Interagency Language Roundtable (ILR), a major theoretical and practical development in the field of foreign language assessment has taken place. This development is the application of a "proficiency" orientation in the testing of foreign language competence. This movement has also had an effect in the adoption of a proficiency approach to language instruction in many quarters. Its impact is even now being felt, for example, in Title VI of the Higher Education Act, Section 602, "Graduate and Undergraduate Language and Area Centers." This section states that recipients of federal stipends "shall be individuals who are engaged in a program of competency-based language training, or in a program developing competency-based language training...." According to The Federal Register (vol. 52, no. 19, p. 37069, paragraph 657.5(f)), competency-based language training means "a training program which had defined functional language use objectives and whose evaluation measures for students can be linked to established national standards."

Leading the way in foreign language proficiency measures is the oral proficiency interview, a direct face-to-face evaluation of the foreign language learner's competence conducted by trained

interviewers and raters. However, for the less commonly taught languages (LCTLs), the practical problems of economics and organization impede having adequate numbers of individuals available to test competency via the live interview. Semi-direct testing (using recorded and printed stimuli and recorded responses) is the most efficient and feasible approach to proficiency measurement in the LCTLs. This approach eliminates the need to try to sustain a costly and labor intensive face-to-face (direct) oral proficiency interview program for low-volume languages whose enrollment figures may be unstable from year to year. However, it ensures the benefits derived from a continual assessment program as the impetus for competency-based learning for students of the LCTLs.

Funding for the current project covers the development of four semi-direct tests under the guidelines established in the prototypical development project of a semi-direct test for Chinese (Clark, 1986; Clark and Li, 1986). In year one of the project, which this report covers, a semi-direct test was developed, validated and operationalized for Portuguese. In year two, tests will be developed for Hebrew, Hausa and Indonesian.

MAJOR PROJECT ACTIVITIES

The day-to-day work of the project was conducted at the Center for Applied Linguistics (CAL) in Washington, D.C. Charles W. Stansfield served as Project Director and Dorry Kenyon as Test Development Specialist. A Test Development Committee was formed

which included, in addition to the above, three experienced instructors of Portuguese with training in using the ILR and/or ACTFL proficiency rating scales: Dr. Ricardo Paiva (Georgetown University), Ms. Fatima Doyle (Foreign Service Institute Language School) and Ms. Ines Ulsh (United States Government). Ms. Gayle Belcher completed the team as the artist for the test.

The committee met on a regular basis from January to March, 1988, to develop the specific items for the test. These items were based on the question types used in the semi-direct test of Chinese. Following is a description of each item type (sample items may be found in the Examinee Handbook, Appendix I):

1. Personal Conversation.

   This section corresponds to the "warm-up" section of the direct interview. In this section, the examinee listens to conversational questions about his/her family, education, hobbies, etc. in Portuguese and responds to each question as it is asked. There are 12 to 13 such questions on each form. This is the only section in which Portuguese is used on the tape. When ordering the PST, a Brazilian or a Lusitanian version may be requested.

For each of the following question types, the examinee is given between 15 and 30 seconds to prepare an answer before being required to speak. Time for giving an answer ranges from 45 to 1 minute and 45 seconds.

2. Giving Directions.

   The examinee is shown a pictorial map in the test booklet and is instructed to give directions between two points on the map. The question is contextualized in that examinees are instructed that they are giving this information to a friend over the phone.

3. Detailed Description.

The examinee is shown a drawing in the test booklet and is instructed to describe the picture in as much detail as possible. Each picture contains not only a variety of objects but also of actions. This question is also contextualized so that the examinee knows the specific audience being addressed and the purpose of the description.

4. Picture Sequences.

The examinee is instructed to speak in a narrative fashion about a sequence of four or five pictures shown in the test booklet. There are three questions of this type; one each for past, present and future time narration. Again all questions are contextualized so that the examinee is given a specific audience and a specific reason for the narration.

5. Topical Discourse.

The examinee is instructed to talk about selected topics involving different discourse strategies. These strategies include explaining a process, supporting an opinion and talking about a hypothetical situation. There are five such topics, each printed in the test booklet.

6. Situations.

The examinee reads a printed description of a real-life situation in which a specified audience and communicative task are identified. The examinee is then instructed to carry out the specified task. The tasks range from making simple requests to giving a formal toast.

TRIALING OF THE TEST FORMS

Three preliminary forms of the PST, each containing a few more items than would ultimately be required, were developed. These three forms were trialed on 15 learners of Portuguese at Georgetown University (1 form each) as well as on 2 native speakers of Portuguese (1 Brazilian, 1 Lusitanian) in order to ensure that the questions were clear, understandable and working as intended and to check the appropriateness of the pause times allotted on the

tape for examinee responses. Assisting with the logistics of the trailing at Georgetown University were Dr. Ricardo Paiva of the Portuguese Department and Ms. Jackie Tanner, director of the Language Media Center. Nine of the learners took the test in a language lab setting; the others were administered the test on an individual basis using two tape recorders. In all cases, upon completion of the test, the examinees responded to a detailed questionnaire about it (Appendix C). When possible, they were also questioned about the test in person. The student responses on tape were listened to by a Portuguese speaking member of the test committee, who also responded to a questionnaire about the test (Appendix D). Whenever the test was individually administered, a member of the test development committee observed the examinee take the test and recorded notes on the same form. Ms. Ulsh, on the basis of her experience as an ACTFL rater, assigned a rating to all tapes and completed a third questionnaire for each examinee (Appendix E).

The student questionnaires and comments were summarized and the committee met to discuss revisions. Minor modifications were necessary in the questions; in most cases this involved clarification of ambiguous items in the pictures. The original pause times were generally confirmed, though they were reduced in the opening conversation section and lengthened or shortened in some of the topics and situations. More time was given to prepare and answer the question involving supported opinion.

In response to student comments, instructions were added to

the general directions explaining that, although the location of questions varied between Brazil and Portugal, the examinee would only need to answer in the type of Portuguese he/she normally uses. In addition, it was decided to provide two different versions of the tape (one for Brazilian and one for Lusitanian Portuguese) in the warm-up conversation section. This decision did not alter the wording of the scripts significantly and test booklets remained the same for both versions. Also based on student comments, items were chosen for deletion from the final forms.

The final printed forms of the test booklets appear in Appendix A of this report. The final script is in Appendix B. (Note that as the PST is an operational and secure test, these two appendices are not available outside of the Department of Education. For further information on the tests, contact the Coordinator, Portuguese Speaking Test, Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037.)

VALIDATION STUDY

A research study was designed and carried out to validate each of the three forms of the test. The study sought to answer the following questions:

1. Can this test, which involves spoken responses in Portuguese, be scored reliably by different raters?
2. Are the three separate forms of the PST interchangeable, i.e., do they produce similar examinee results independently of the particular form administered?
3. Do the recorded responses produce the same score as a regular live interview for any given examinee?

To answer these questions, a research design was prepared involving 30 subjects. Each subject was administered two forms of the PST and the oral interview. The design controlled for the order of administration, with half of the subjects receiving the oral interview first and half the taped test first. The third test for all subjects was a taped test. The design also controlled for the order of the PST tests in that 10 subjects took Forms A and B, 9 subjects took A and C, and 11 subjects took B and C, and within each group half of the subjects took one form first and then the other. The design also attempted to control for proficiency level. Based on teachers' observations, subjects were assigned into a "high" group and a "low" group. Half of each of the A-B,A-C,B-C groups were initially "high", half initially "low."

The subjects were predominantly undergraduate students who had completed a year or more of Portuguese study at the University of Maryland, College Park, and current and former students in the Portuguese Department at Georgetown University. One subject was a CAL employee and another worked at the Foreign Service Institute. Each subject received an honorarium of $20.00 for participating in the study. Assisting with the logistics of the study at the University of Maryland were Dr. Regina Igel and Mr. Manual Gordo of the Portuguese Department and Dr. Cathy James, assistant director of the Language Media Center, and at Georgetown University, Dr. Ricardo Paiva of the Portuguese Department and Ms. Jackie Tanner, director of the Language Media Center.

Two raters were used in the design: Fatima Doyle (Rater 1), FSI certified rater from the Foreign Service Institute and Maria Antonia Cowles (Rater 2), ACTFL certified rater from the University of Pennsylvania. Ms. Doyle conducted 16 of the face-to-face interviews and Ms. Cowles conducted 14.

The majority of the subjects were tested at their respective university in one session between 2 and 1/4 and 3 hours in duration, except in a few cases where conflicts in the subject's schedule made this impossible. In such instances, testing was done on separate days.

The live interview was tape recorded. Upon completing the live interview, the interviewer assigned a rating to the subject. After all interviews were completed, the recorded tape of the live interview was given a second, independent rating by the other rater. Each rater also rated each of the recorded PST test tapes, anonymously and in random order. After all the ratings were completed, subjects were sent all their test results in the mail: the scores of the two raters on the live interview and on each of the PST forms.

Rating of both the live interview and the tape-based semi-direct tests was done on a scale combining both ACTFL and ILR rating scales with weights assigned as follows:

ACTFL/ILR Level	Coded as:
Novice-Low	0.2
Novice-Mid	0.5
Novice-High	0.8
Intermediate-Low	1.0
Intermediate-Mid	1.5
Intermediate-High	1.8
Advanced	2.0
Advanced-Plus	2.8
Superior/Level 3	3.0
Level 3+	3.8
Level 4	4.0
Level 4+	4.8
Level 5	5.0

The system of score coding above is based on the ILR 0 to 5 rating scale and is intended to assign an appropriate numerical value to the proficiency level descriptions. For example, proficiency at an Advanced-Plus level is characterized by many of the same features as at the Superior/3 level, though the examinee cannot sustain the performance. Thus, the numerical interpretation falls closer to 3.0 than mid-way between the two, as may be expected.

The several tables below provide descriptive statistics, interrater reliabilities and parallel-form reliability data obtained in the study. Table 1 shows the mean score, standard deviation and other basic statistics for the ratings assigned by each of the two raters to subject performances on each of the semi-direct test forms and on the live interview.

Table 1

Descriptive Statistics for Scoring Levels Assigned, Tape and Live Tests

Test Form	Minimum Score	Maximum Score	Mean	Standard Deviation
A (N=19)				
Rater 1	0.2	4.0	1.74*	1.02
Rater 2	0.2	3.8	2.01	0.94
B (N=21)				
Rater 1	0.2	4.8	1.90	1.17
Rater 2	0.2	4.0	2.04	0.94
C (N=20)				
Rater 1	0.2	4.8	1.75	1.14
Rater 2	0.2	4.0	1.83	1.03
All Forms (N=60)				
Rater 1	0.2	4.8	1.80	1.10
Rater 2	0.2	4.0	1.96	0.96
Interview (N=30)				
Rater 1	0.2	4.8	1.92	1.19
Rater 2	0.2	4.8	1.96	1.13

* The difference in these means was significant at the $p>.05$ level.

Table 2 shows the frequency of ratings given by the two raters on the live interviews (N=30) and on all forms (N=60).

Table 2
Frequency Distributions

Live Interview Ratings (Rater 1)

Rating	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0.2	2	6.7	2	6.7
0.5	3	10.0	5	16.7
0.8	1	3.3	6	20.0
1	4	13.3	10	33.3
1.5	2	6.7	12	40.0
1.8	4	13.3	16	53.3
2	5	16.7	21	70.0
2.8	4	13.3	25	83.3
3	1	3.3	26	86.7
3.8	2	6.7	28	93.3
4	1	3.3	29	96.7
4.8	1	3.3	30	100.0

Live Interview Ratings (Rater 2)

Rating	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0.2	1	3.3	1	3.3
0.5	3	10.0	4	13.3
0.8	2	6.7	6	20.0
1	3	10.0	9	30.0
1.5	3	10.0	12	40.0
1.8	3	10.0	15	50.0
2	5	16.7	20	66.7
2.8	5	16.7	25	83.3
3	2	6.7	27	90.0
3.8	1	3.3	28	93.3
4	1	3.3	29	96.7
4.8	1	3.3	30	100.0

Rating of PST Test Forms (Rater 1)

Rating	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0.2	5	8.3	5	8.3
0.5	5	8.3	10	16.7
0.8	4	6.7	14	23.3
1	4	6.7	18	30.0
1.5	10	16.7	28	46.7
1.8	12	20.0	40	66.7
2	4	6.7	44	73.3
2.8	5	8.3	49	81.7
3	7	11.7	56	93.3
4	2	3.3	58	96.7
4.8	2	3.3	60	100.0

Rating of PST Test Forms (Rater 2)

Rating	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0.2	5	8.3	5	8.3
0.5	1	1.7	6	10.0
0.8	3	5.0	9	15.0
1	2	3.3	11	18.3
1.5	6	10.0	17	28.3
1.8	16	26.7	33	55.0
2	11	18.3	44	73.3
2.8	3	5.0	47	78.3
3	8	13.3	55	91.7
3.8	3	5.0	58	96.7
4	2	3.3	60	100.0

These statistics indicate that each form of the test was taken by a group of examinees that varied widely in oral language proficiency. Similarly, the ratings assigned by both raters reflected this range. The mean scores for each rater were very similar, indicating that the raters were almost equal in their degree of severity. However, Rater 1 was consistently more severe than Rater 2, although this difference was minuscule except on form

A, where the difference in average rating was a very acceptable .26 of a level on the ILR scale. Using a t-test for the difference between paired means, only that between ratings on form A was statistically significant ($p>.05$).

The degree of agreement between the absolute ratings may be seen from the following two cross-tab diagrams. First, Table 3 presents the ratings of Rater 1 (down) against the ratings of Rater 2 (across) for the Live Interview.

Table 3

Crosstabulations of Live Interview Ratings (N=30)

Rater 1 (down)/ / Rater 2 (across)

Frequency	0.2	0.5	0.8	1	1.5	1.8	2	2.8	3	3.8	4	4.8	Total
0.2	1	1											2
0.5		2	1										3
0.8			1										1
1				2	1	1							4
1.5					2								2
1.8				1		2	1						4
2							3	2					5
2.8							1	2	1				4
3									1				1
3.8								1		1			2
4											1		1
4.8												1	1
Total	1	3	2	3	3	3	5	5	2	1	1	1	30

For the Live Interview, there was total agreement in 63% of the ratings. In only three cases of the 30 interviews was the disagreement in the rating more than one step of the rating scale away. There was only one case of a complete level disagreement, where Rater 1 gave 3.8 and Rater 2 gave 2.8.

Table 4 presents the ratings of Rater 1 (down) against Rater 2 (across) for the PST forms.

Table 4

Crosstabulations of PST Form Ratings (60 ratings)

Rater 1 (down) / / Rater 2 (across)

Frequency	0.2	0.5	0.8	1	1.5	1.8	2	2.8	3	3.8	4	Total
0.2	5											5
0.5		1	3	1								5
0.8					3	1						4
1					2	1	1					4
1.5				1	1	7	1					10
1.8						6	6					12
2						1	3					4
2.8								3	2			5
3									6	1		7
4										2		2
4.8											2	2
Total	5	1	3	2	6	16	11	3	8	3	2	60

From Table 4 we see that the agreement of the absolute ratings was again quite high. There was total agreement in 48% of the 60 PST form ratings. For only 13% of the ratings was the disagreement more than one step away on the rating scale. There were only two cases of a complete level disagreement: in one instance Rater 1 gave 0.8 where Rater 2 gave 1.8 and in another Rater 1 gave a 1 where Rater 2 gave a 2.

The two tables above show that Rater 2 tended to be slightly more generous than Rater 1, especially on the taped forms in the fine differences between Intermediate-Mid (1.5), Intermediate-High (1.8) and Advanced (2.0).

Interrater reliabilities (Pearson product-moment correlations) between the ratings assigned by Rater 1 and those assigned by Rater 2 for each of the semi-direct test forms and for the live interview are shown in Table 5 below.

Table 5
Interrater Reliabilities

Test Form	Correlation
A (N=19)	.93
B (N=21)	.98
C (N=20)	.96
All 60 Forms Paired	.95
Interview (N=30)	.94

These interrater reliabilities are all uniformly high across the three test forms and the live interview. Interrater reliability was not adversely affected by the semi-direct test format. This suggests that the PST elicits a sample of speech as ratable as the live interview.

On performance-based tests such as the PST, there is an increased concern for test-retest reliability. This form of reliability measures the degree of inconsistency in examinee performance on two separate administrations of the same test. The amount of inconsistency reflects the degree to which the test score may be confounded by such inconsistency. Therefore, it is important to examine this factor. However, on a test with a limited number of questions such as the PST, it is not wise to

administer the same test twice, since the first sitting will serve to instruct the examinee in the task at hand. (For a thorough discussion of this "reactivity effect," see Stansfield and Ross, In press.) Under such circumstances, it is preferable to administer different forms of the test while still using the same rater to score the performance. This type of reliability is known as parallel-form reliability, which is the degree of correlation between scores on two forms of the test.

Parallel-form reliabilities for the same subject taking two different test forms, with the same rater scoring both forms, are shown in Table 6. (Note that in this and subsequent tables, the three different PST forms are combined for analysis in a logical fashion by using the rating an examinee was awarded on the first form he or she was administered with the rating awarded on the second form he or she was administered.)

Table 6
Parallel-Form Reliabilities (Same Rater)

Tests Taken By Subject	Rater 1	Rater 2
Forms A and B (N=10)	.99	.97
Forms A and C (N=9)	.99	.93
Forms B and C (N=11)	.99	.97
All Forms (N=30) (First Form/Second Form)	.99	.96

The statistics indicate that the parallel form reliability of the PST is very high. With the first rater, the parallel-form reliability was nearly perfect .99. With a different rater, Rater

2, the parallel-form reliability was also very high .94. Such favorable statistics provide strong support for the proposition that each form of the PST elicits a sample of speech that is uniformly challenging to the examinee. The fact that the parallel-form reliability was high for two different raters supports the claim that the sample of speech elicited by different forms is equally ratable.

In summary, the evidence from Table 6 warrants the conclusion that natural variations in examinee oral language performance are adequately controlled for by the PST format.

Table 7 shows parallel-form reliabilities for subjects taking two different test forms, with each form scored by a different rater.

Table 7
Parallel Form Reliabilities (Different Forms and Raters)

Rater/Form Combination	Correlation
Rater 1/Form A - Rater 2/Form B (N=10)	.98
Rater 1/Form A - Rater 2/Form C (N=9)	.94
Rater 1/Form B - Rater 2/Form A (N=10)	.92
Rater 1/Form B - Rater 2/Form C (N=11)	.97
Rater 1/Form C - Rater 2/Form A (N=9)	.97
Rater 1/Form C - Rater 2/Form B (N=11)	.97
Rater 1/First Forms- Rater 2/Second Forms (N=30)	.95
Rater 1/Second Forms- Rater 2/First Forms (N=30)	.95

This type of parallel-form reliability involves error that can be attributed to natural variation in examinee speech, error that can be attributed to differences in test form, and error that

can be attributed to differences in raters. Thus, it may be viewed as a lower-bound estimate of the reliability of a PST score. Again the reliabilities here are all high, and the average reliability under these severe conditions (different forms and different raters) is .95.

Correlations of semi-direct test scores with the live face-to-face interview are given in Table 8 below. These correlations are evidence of the validity of the PST as a surrogate live interview. (Note that in pairing the two ratings, each examinee's interview rating was used twice to correspond to each of that examinee's two PST form ratings.)

Table 8
Correlations with Live Interview

Rater/Form	Rater 1/Interview	Rater 2/Interview
Rater 1/Form A (N=19)	.96	.91
Rater 1/Form B (N=21)	.95	.94
Rater 1/Form C (N=20)	.93	.92
Rater 1/All Forms (60 pairs)	.95	.93
Rater 2/Form A (N=19)	.92	.90
Rater 2/Form B (N=21)	.91	.91
Rater 2/Form C (N=20)	.93	.92
Rater 2/All Forms (60 pairs)	.92	.91
All Matched Interviews/Forms (120 pairs)	.93	

Again, the correlations are all high. The average correlation based on 120 pairs of ratings (30 subjects x 2 PST forms x 2 ratings, correlated with the score assigned for the live interview)

was .93. Such results support the claim that the PST is a valid measure of oral language proficiency that can be substituted for a live interview.

The degree of agreement in absolute ratings given on the Live Interview with ratings given on the same examinee's PST may be seen from the following cross-tab diagrams. In Table 9 all 120 pairs of interview ratings (down) with PST ratings (across) are presented.

Table 9

Crosstabulations of Interview ratings by PST ratings

Interview (down) / / PST (across)

Frequency	0.2	0.5	0.8	1	1.5	1.8	2	2.8	3	3.8	4	4.8	Total
0.2	6												6
0.5	4	5	2	1									12
0.8		1	3		2								6
1			2	3	5	3	1						14
1.5				2	3	5							10
1.8					5	9							14
2					1	8	7	4					20
2.8						3	7	3	5				18
3								1	5				6
3.8									5	1			6
4										2	2		4
4.8											2	2	4
Total	10	6	7	6	16	28	15	8	15	3	4	2	120

From the table we see that in 41% of the cases there was an absolute agreement between the two ratings, while in an additional 50% of the ratings the difference was only one away step on the rating scale. Thus, for 91% of the pairs, the rating on the live interview and the rating on the PST was equal to or less than one

step on the rating scale. In only four pairs was there disagreement of the magnitude of a complete level; in three cases an interview score of 2.8 was given while a PST score of 1.8 was given, and in one case a rating of 1 was given on the interview while a rating of 2 was given on the PST. Thus, besides the high correlations documented above, the absolute values given to examinees on both the Live Interview and the PST were extremely close.

As a general summary of the statistical information above, it may be stated that all three forms of the experimental semi-direct test reveal high interrater reliabilities, with Pearson product-moment correlations ranging from .93 to .98. Parallel form reliabilities are also very high, even under the most "severe" conditions (i.e., different raters rating two different forms), where correlations range from .92 to .98; with the same rater, correlations range from .93 to .99. The correlations with the live interview are also very high; with the same rater they range from .90 to .96 and with different raters from .91 to .94.

SUBJECT RESPONSE TO THE TEST

Feedback information from the subjects who participated in the study on various aspects of their experience with and opinions about both types of testing procedures were elicited by means of a short questionnaire (Appendix F). The questionnaire was given to the subjects directly after completing the last of the three tests and completed and returned, in most cases, before leaving the

testing room. In a few cases the questionnaires were mailed back at a later date. All 30 subjects completed the questionnaire for a 100% participation rate.

The answers to the examine questionnaires are given in graphic summary form below. Written comments in response to the questionnaire are presented in Appendix G.

The first two questions sought to elicit from the subjects the extent to which they felt their Portuguese speaking ability had been probed by the two types of test: the live interview and the PST.

(1) Over the course of the live interview , do you feel your maximum level of speaking ability in Portuguese was adequately probed by the tester?

(2) Over the course of the taped test, do you feel that the descriptions, narratives, situations, and other types of questions in the test were adequate to probe your maximum level of speaking ability in Portuguese?

Figures 1 and 2 reveal that exactly same high percentage of students responded positively to both questions. This suggests that for the most part the subjects felt their speaking ability was being adequately tested and they found no difference in the ability of the two test formats to test the depth and thoroughness of their present Portuguese speaking ability.

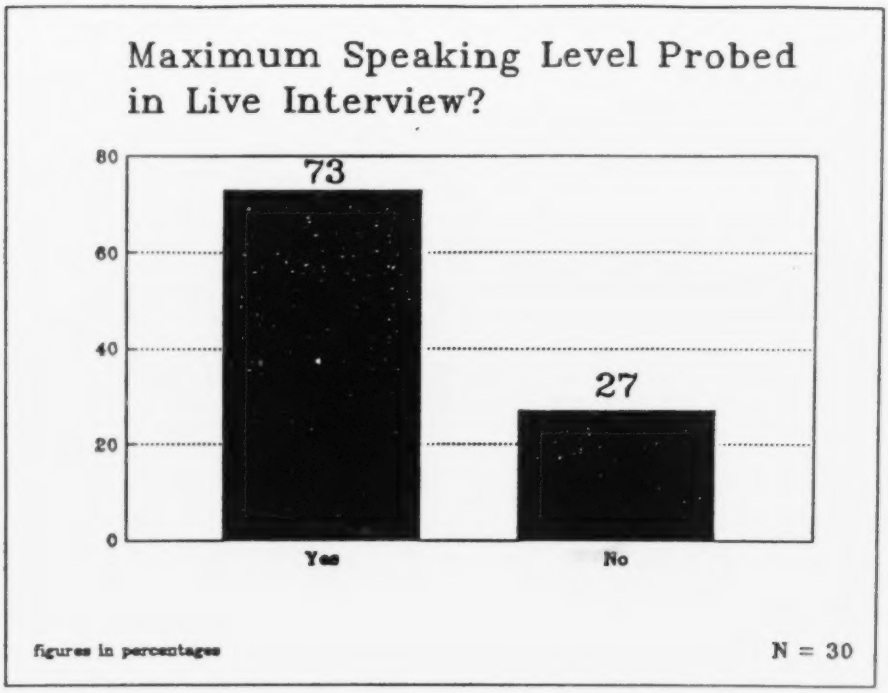

Figure 1

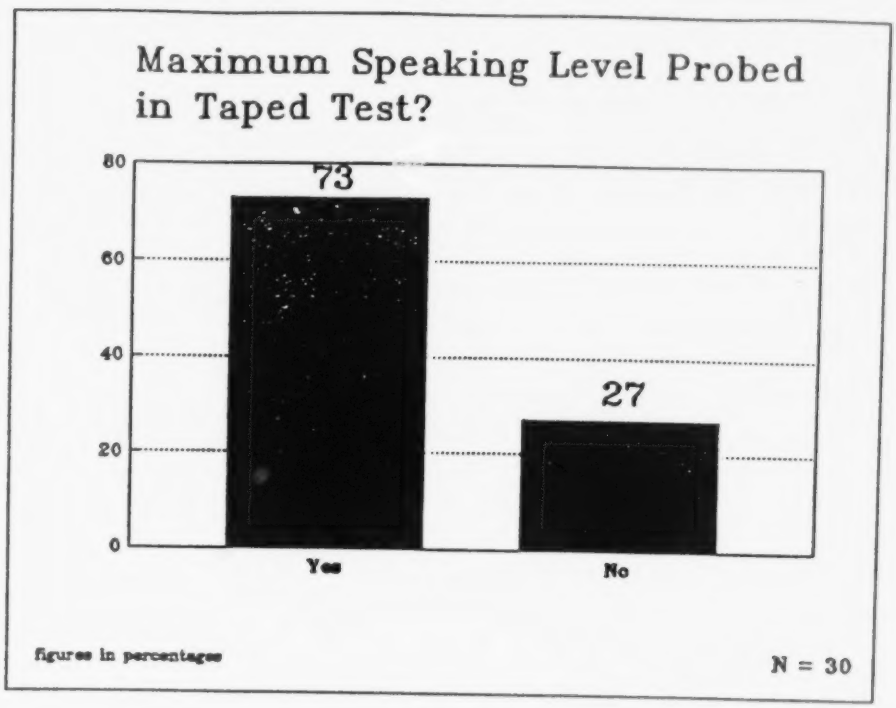

Figure 2

The next two questions focused on whether the subjects perceived any unfair questions on either test format.

(3) In the live interview, were there any questions asked or speaking situations required which you felt were in any way 'unfair'?

(4) In the taped tests, were there any picture/descriptions, narratives, situations, or other questions that you felt were in any way 'unfair'?

As shown in figure 3, all subjects replied that they felt there were no unfair questions in the live interview, although one subject marked both categories. For the taped test, as shown in figure 4, only 5 subjects felt there were unfair questions on the PST. This may be due to the fact that some of the subjects tested were beneath the recommended ability level of the test (i.e., they were discovered to be novices). In such a case, the live interviewer can adapt the interview or cut it short, whereas in the taped test, the examinee is asked every question. In any case, only a very low percentage of subjects felt there were 'unfair' questions on the taped test.

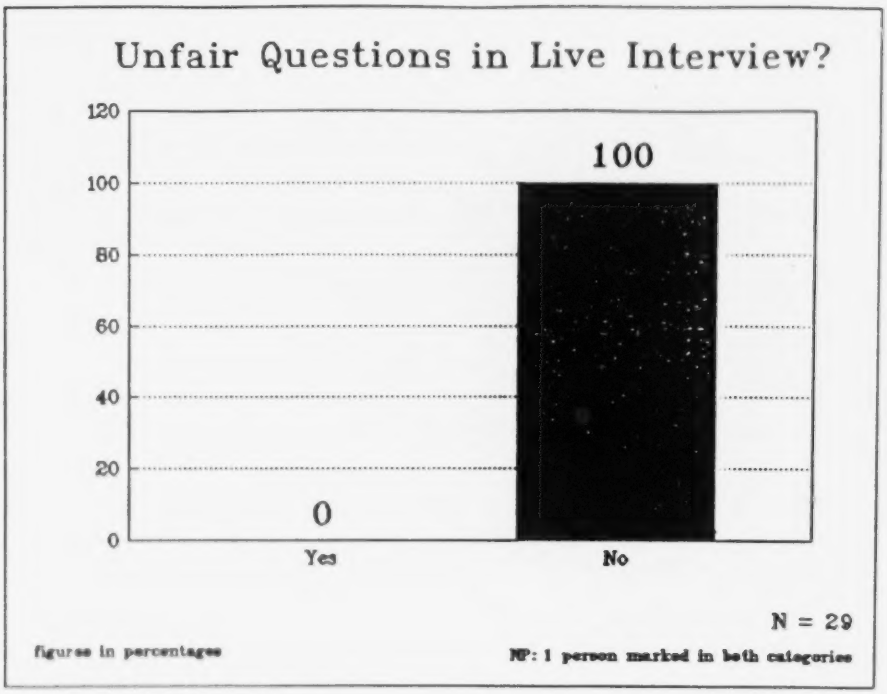

Figure 3

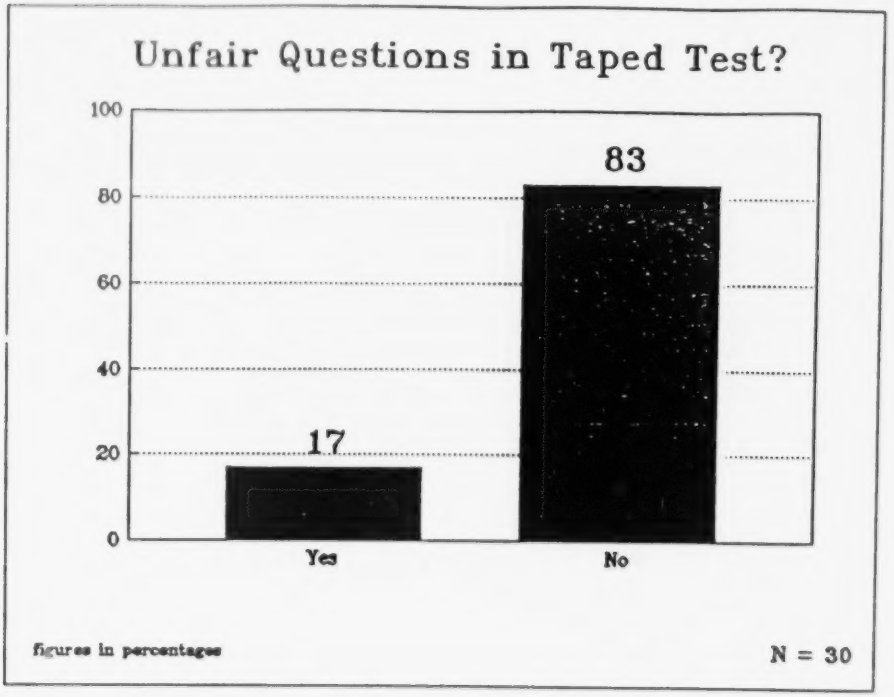

Figure 4

The next two questions focused on the subject's affective perceptions of the test.

(5) In which of the two types of tests (live interview or taped test) did you feel more anxious or nervous?

(6) Which of the two types of tests (live interview or taped test) did you feel was more difficult?

Because the semi-direct mode of testing may be unfamiliar and perhaps 'unnatural' to students in general, it would not be unusual for a large percentage of the students in this study to feel more nervous in the taped test than in the live interview. However, less than 70% of the subjects felt more nervous in that mode, while over 30% of the subjects felt more nervous or the same amount of nervousness in the live interview.

Question 6 focused on perceived difficulty. Despite the fact that subjects did approximately the same on both tests (see correlations above), the vast majority perceived the taped test as more difficult. Perhaps some of the individual comments are enlightening (see Appendix G); these seem to revolve around the timed pauses, the length of the test (for subjects who were not at the recommended level), and discomfort in talking to a machine. It appears the 'unnatural' format contributed heavily to perceived difficulty.

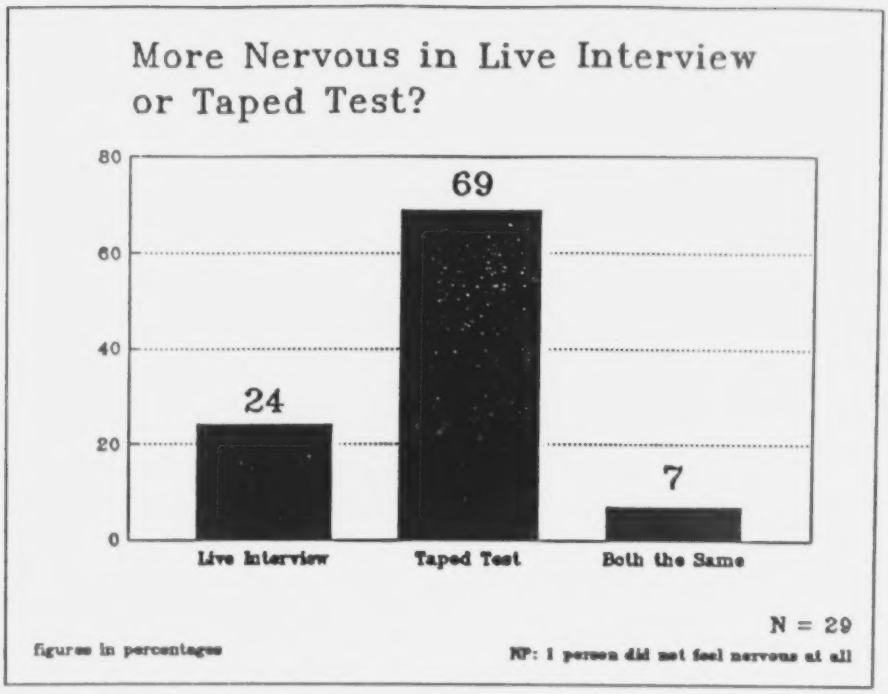

Figure 5

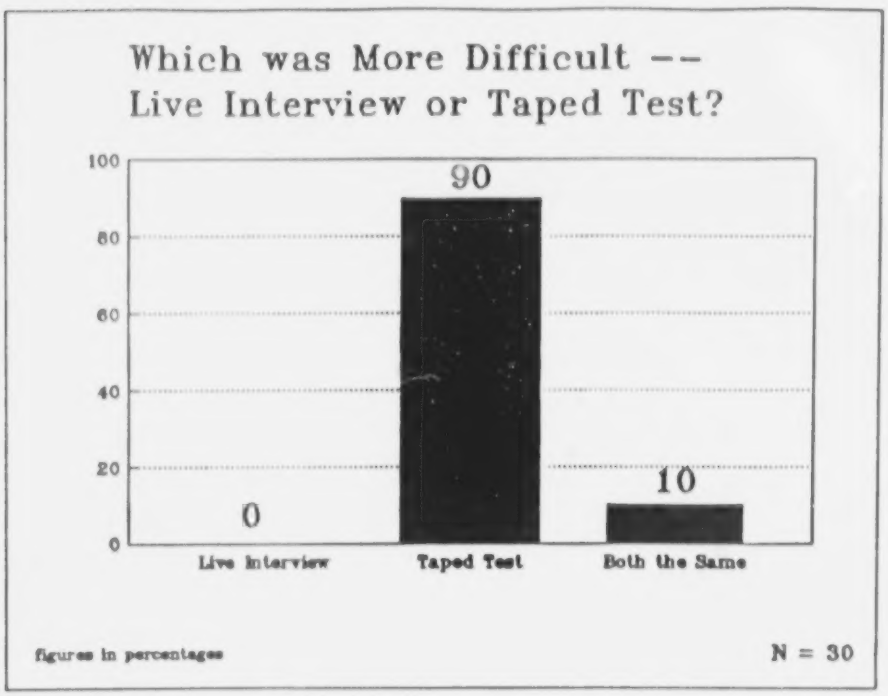

Figure 6

Questions 7 and 8 focused on technical qualities of the taped test.

(7) In the taped test, were the pauses for your responses usually long enough for you to respond as fully as you wished or were able?

(8) Where the directions on the taped test clear?

The majority of the subjects had no problem with the timed pauses in general. From the individual comments (Appendix G) and the fact that 3 subjects marked more than one category in response to this question, pause time was in general an individual concern, varying from person to person and from question to question. Given the individual variation mentioned above, in a taped test with timed pauses such as the PST, the fact that 70 percent of the subjects felt the pauses were about right is significant.

It is also significant that 100% of the subjects felt the PST directions were clear. This is gratifying as there is no possibility in the taped-test mode for examinees to ask questions if something is misunderstood once Part One of the test is begun.

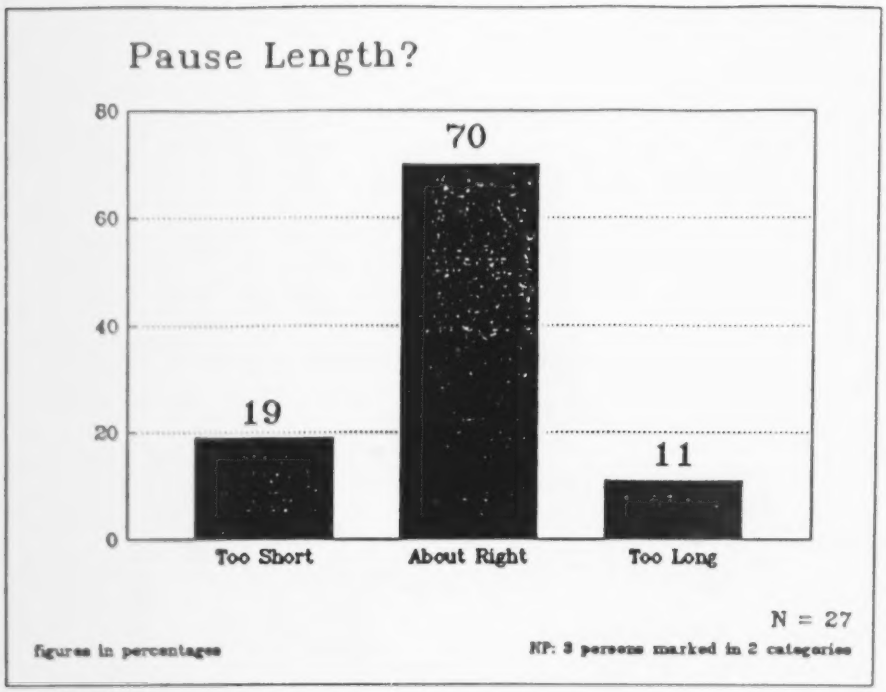

Figure 7

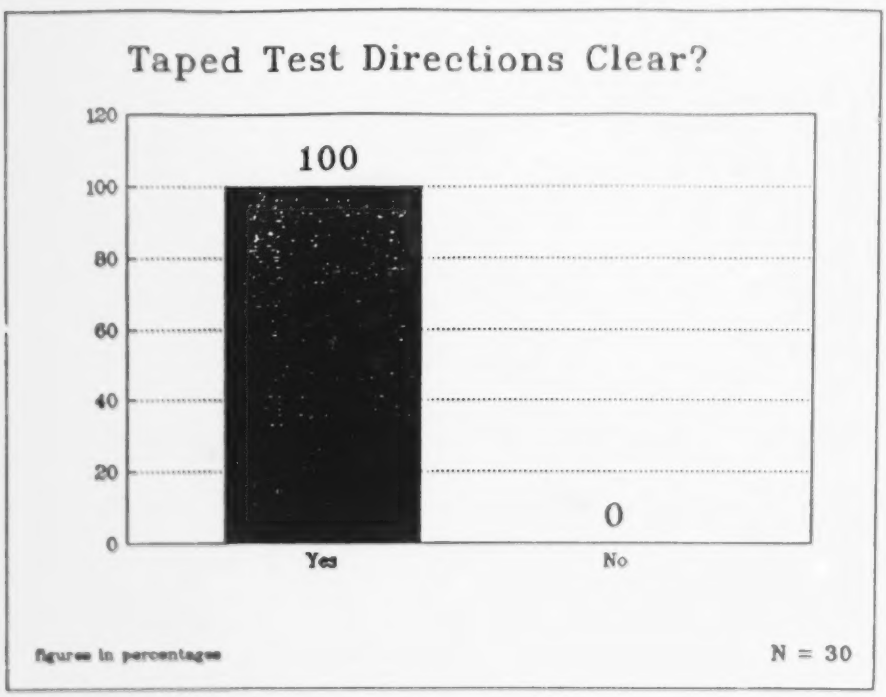

Figure 8

Question 9 is the 'catch-all' summary question.

(9) Which of the two types of tests did you prefer--the live interview or the taped test?

The majority choose the live interview. From the comments in Appendix G, we can see that this is probably a reflection on the live interview testing mode, which seemed more natural, rather than a reflection on the technical quality of the taped test. However, 14% of the subjects either preferred the taped test or had no preference, and two comments suggest that the taped test was more interesting and challenging than the live interview.

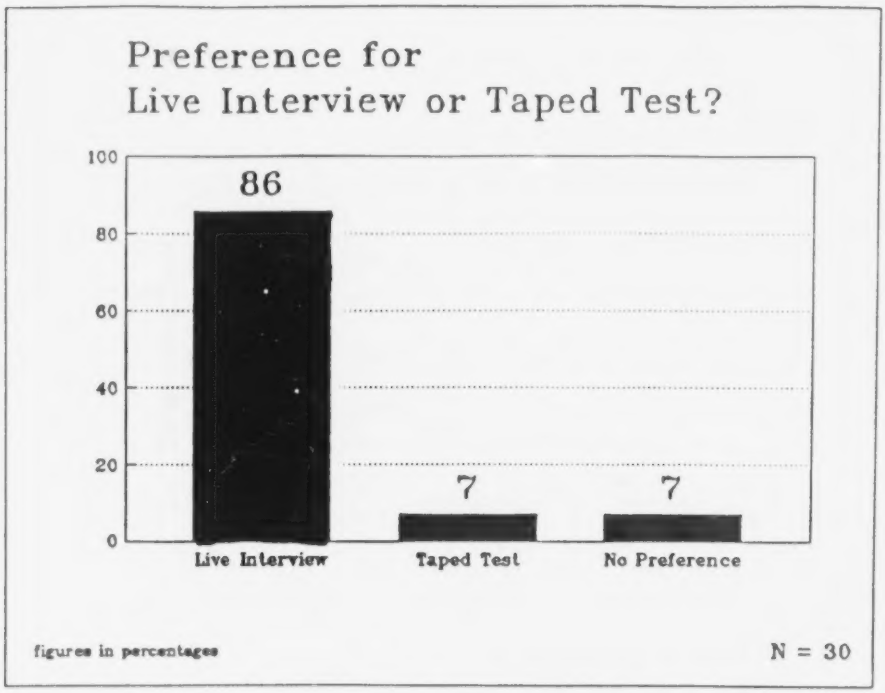

Figure 9

In summary, it appears that though the subjects were very positive about the content, technical quality and ability of the taped test to probe their speaking ability, the unfamiliar mode of testing and perceived 'unnaturalness' of speaking to a machine caused a greater perceived difficulty and more nervousness than the live interview. Thus, the majority of the subjects said they preferred the live interview to the taped test. Nevertheless, given the extremely high correlations between the two types of tests and the positive response to the taped test quality it appears that the taped test may confidently be used as an alternative, albeit "second choice" in the examinee's eyes, to oral proficiency testing via the live interview. Moreover, it is expected that examinees who are more prepared for the test through the Examinee Handbook (see next section) may find the testing mode less threatening than the subjects participating in the validation study who went to both the live interview and the taped tests without any special advance preparation in order to avoid any biasing.

OPERATIONALIZATION OF THE TESTS

To operationalize the test, a supply of tests were professionally printed: 500 copies of Form A, 100 each of forms B and C. Copies were made of the master tapes: 200 Form A (Brazilian), 75 Form A (Lusitanian), 50 each Forms B and C (Brazilian) and 30 each Forms B and C (Lusitanian).

A Test Manual, giving complete information on the development,

uses, and administration of the PST as well as the interpretation of examinee scores was prepared. The most up-to-date draft of the manual as of the submission of this report is presented in Appendix H. This manual will serve as the proto-type for the manuals that will accompany the other semi-direct tests being developed in year 2 of the project. An Examinee Handbook has also been prepared to be distributed to PST examinees before taking the test. Again, the most up-to-date draft of this handbook is presented in Appendix I. The two booklets above establish and explain in detail the procedures for ordering and handling the test in-house. They also contain registration and order forms that are used in the operationalization of the test. Finally, a certificate for use as the examinee's official score report has been designed and printed (Appendix J).

Announcements of the availability of the test have been produced and sent to Portuguese Language Departments and other interested parties throughout the country. In addition, a presentation on the test and its development has been prepared by Stansfield and Paiva to be given at the annual meeting of the American Association of Teachers of Spanish and Portuguese in Denver Colorado, and at the annual conference of the American Council on the Teaching of Foreign Language in Monterey California. In addition, Stansfield and Kenyon will present the PST at the 11th Language Testing Research Colloquium in Cuernavaca, Mexico during April, 1989.

PLANS FOR YEAR TWO

The Portuguese Speaking Test development project ended with a wrap-up meeting that looked forward to the development of three additional tests in year two of the project. The semi-direct tests for year 2 are for Hausa, Hebrew and Indonesian. Among the suggestions for the next round of tests culled from the group's combined experience of creating and validating the Portuguese tests were the following (in summary fashion):

1. Specify which linguistic/grammatical areas will be the most important for distinguishing between the various level ratings for the language and then focus questions to force elicitation of as much speech as possible using those areas. In the PST, more questions could have focused on the use of the preterit and imperfect, for example. Many examinees avoided using those tenses, so it was hard to know whether they could **not** in fact use them.

2. Include more questions in the "warm-up" part and provide a similar "winding down" part at the end of the test in which a few summary questions may be asked, in the target language, such as "How do you think the test went?" Include a very easy question, which everyone will be successful on and thus leave the test with a positive feeling.

3. Eliminate the situation question in which the examinee has to give a toast. This question is above the 1-3 range of the test and is outside the experience of most college students.

4. Make all questions as relevant as possible to the examinee's own experience. Avoid cultural-bound pictures, even if they are well known in the country of the target language, as they may be outside the range of experience of some examinees.

Work on the next three tests has begun on a pattern similar to the one used for the PST described above and as outlined in the original project proposal.

References

Clark, J.L.D. (1986). Handbook for the development of tape-mediated, ACTFL/ILR scale-based tests of speaking proficiency in the less commonly taught languages. Washington, DC: Center for Applied Linguistics.

Clark, J.L.D. and Li, Y.-C. (1986). Development, validation, and dissemination of a proficiency-based test of speaking ability in Chinese and an associated assessment model for other less commonly taught languages. Washington, DC: Center for Applied Linguistics. (Alexandria, VA: ERIC Document Reproduction Service No. ED 278 264)

Stansfield, C.W. and Ross, J. (In press). A long-term research agenda for the Test of Written English. Language Testing.

APPENDIX A

Center for Applied Linguistics

FORM A

PORTUGUESE SPEAKING TEST

General Directions

This is a test of your ability to speak Portuguese fluently and accurately. There are several parts in the test. Directions for each part will be given in English. Listen carefully to the directions, and answer in Portuguese when you are asked to do so. Your answers will be recorded on tape, so it will be important for you to speak **clearly** enough and **loudly** enough for your voice to be properly recorded.

During the test you will be asked to put yourself in various contexts in Brazil or Portugal. There is no need to accommodate your Portuguese to the geographic location of the different questions. Always use the type of Portuguese you normally speak.

Within each part of the test, the speaking tasks you will be asked to perform will range from easy to considerably more challenging. You are **not** expected to be able to answer all questions with equal facility. However, you should try to speak as **much** and as **well** as possible in response to each question.

The amount of time provided for your response will vary depending on the complexity of the question. Since the amount of time each examinee needs to respond also varies, feel free to stop talking when you feel you have given a complete response. On the other hand, do not worry if you are occasionally interrupted by the next question before completing your answer.

Remember that there are no right or wrong answers on this test. The purpose of this test is to allow you to demonstrate your ability to speak Portuguese. Therefore, always say as much as you can, speak as well as you can and show what you can do.

DO NOT OPEN THIS BOOKLET
UNTIL YOU ARE ASKED TO DO SO

Center for Applied Linguistics

20109

FORM B

PORTUGUESE SPEAKING TEST

General Directions

This is a test of your ability to speak Portuguese fluently and accurately. There are several parts in the test. Directions for each part will be given in English. Listen carefully to the directions, and answer in Portuguese when you are asked to do so. Your answers will be recorded on tape, so it will be important for you to speak **clearly** enough and **loudly** enough for your voice to be properly recorded.

During the test you will be asked to put yourself in various contexts in Brazil or Portugal. There is no need to accommodate your Portuguese to the geographic location of the different questions. Always use the type of Portuguese you normally speak.

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Remember that there are no right or wrong answers on this test. The purpose of this test is to allow you to demonstrate your ability to speak Portuguese. Therefore, always say as much as you can, speak as well as you can and show what you can do.

DO NOT OPEN THIS BOOKLET
UNTIL YOU ARE ASKED TO DO SO

Center for Applied Linguistics

30118
FORM C

PORTUGUESE SPEAKING TEST

General Directions

This is a test of your ability to speak Portuguese fluently and accurately. There are several parts in the test. Directions for each part will be given in English. Listen carefully to the directions, and answer in Portuguese when you are asked to do so. Your answers will be recorded on tape, so it will be important for you to speak **clearly** enough and **loudly** enough for your voice to be properly recorded.

During the test you will be asked to put yourself in various contexts in Brazil or Portugal. There is no need to accommodate your Portuguese to the geographic location of the different questions. Always use the type of Portuguese you normally speak.

Within each part of the test, the speaking tasks you will be asked to perform will range from easy to considerably more challenging. You are **not** expected to be able to answer all questions with equal facility. However, you should try to speak as **much** and as **well** as possible in response to each question.

The amount of time provided for your response will vary depending on the complexity of the question. Since the amount of time each examinee needs to respond also varies, feel free to stop talking when you feel you have given a complete response. On the other hand, do not worry if you are occasionally interrupted by the next question before completing your answer.

Remember that there are no right or wrong answers on this test. The purpose of this test is to allow you to demonstrate your ability to speak Portuguese. Therefore, always say as much as you can, speak as well as you can and show what you can do.

DO NOT OPEN THIS BOOKLET
UNTIL YOU ARE ASKED TO DO SO

APPENDIX B

PORTUGUESE SPEAKING TEST

Script--FORM A

This is the Portuguese Speaking Test, Form A. Please silently read the general directions on the front cover of the test booklet while I read them to you aloud.
[2 second pause]
This is a test of your ability to speak Portuguese fluently and accurately. There are several parts in the test. Directions for each part will be given in English. Listen carefully to the directions, and answer in Portuguese when you are asked to do so. Your answers will be recorded on tape, so it will be important for you to speak clearly enough and loudly enough for your voice to be properly recorded.

During the test you will be asked to put yourself in various contexts in Brazil or Portugal. There is no need to accommodate your Portuguese to the geographic location of the different questions. Always use the type of Portuguese you normally speak.

Within each part of the test, the speaking tasks you will be asked to perform will range from easy to considerably more challenging. You are not expected to be able to answer all questions with equal facility. However, you should try to speak as much and as well as possible in response to each question.

The amount of time provided for your response will vary depending on the complexity of the question. Since the amount of time each examinee needs to respond also varies, feel free to stop talking when you feel you have given a complete response. On the other hand, do not worry if you are occasionally interrupted by the next question before completing your answer.

Remember that there are no right or wrong answers on this test. The purpose of this test is to allow you to demonstrate your ability to speak Portuguese. Therefore, always say as much as you can, speak as well as you can and show what you can do.

[2 sec.]
Now, please check to make sure that the tape on which your responses will be recorded is securely threaded in the tape recorder and that your microphone is properly adjusted.

[6 sec.]

PORTUGUESE SPEAKING TEST

Script--FORM B

This is the Portuguese Speaking Test, Form B. Please silently read the general directions on the front cover of the test booklet while I read them to you aloud.
[2 second pause]
This is a test of your ability to speak Portuguese fluently and accurately. There are several parts in the test. Directions for each part will be given in English. Listen carefully to the directions, and answer in Portuguese when you are asked to do so. Your answers will be recorded on tape, so it will be important for you to speak clearly enough and loudly enough for your voice to be properly recorded.

During the test you will be asked to put yourself in various contexts in Brazil or Portugal. There is no need to accommodate your Portuguese to the geographic location of the different questions. Always use the type of Portuguese you normally speak.

Within each part of the test, the speaking tasks you will be asked to perform will range from easy to considerably more challenging. You are not expected to be able to answer all questions with equal facility. However, you should try to speak as much and as well as possible in response to each question.

The amount of time provided for your response will vary depending on the complexity of the question. Since the amount of time each examinee needs to respond also varies, feel free to stop talking when you feel you have given a complete response. On the other hand, do not worry if you are occasionally interrupted by the next question before completing your answer.

Remember that there are no right or wrong answers on this test. The purpose of this test is to allow you to demonstrate your ability to speak Portuguese. Therefore, always say as much as you can, speak as well as you can and show what you can do.
[2 sec.]
Now, please check to make sure that the tape on which your responses will be recorded is securely threaded in the tape recorder and that your microphone is properly adjusted.
[6 sec.]

PORTUGUESE SPEAKING TEST

Script--FORM C

This is the Portuguese Speaking Test, Form C. Please silently read the general directions on the front cover of the test booklet while I read them to you aloud.
[2 second pause]
This is a test of your ability to speak Portuguese fluently and accurately. There are several parts in the test. Directions for each part will be given in English. Listen carefully to the directions, and answer in Portuguese when you are asked to do so. Your answers will be recorded on tape, so it will be important for you to speak clearly enough and loudly enough for your voice to be properly recorded.

During the test you will be asked to put yourself in various contexts in Brazil or Portugal. There is no need to accommodate your Portuguese to the geographic location of the different questions. Always use the type of Portuguese you normally speak.

Within each part of the test, the speaking tasks you will be asked to perform will range from easy to considerably more challenging. You are not expected to be able to answer all questions with equal facility. However, you should try to speak as much and as well as possible in response to each question.

The amount of time provided for your response will vary depending on the complexity of the question. Since the amount of time each examinee needs to respond also varies, feel free to stop talking when you feel you have given a complete response. On the other hand, do not worry if you are occasionally interrupted by the next question before completing your answer.

Remember that there are no right or wrong answers on this test. The purpose of this test is to allow you to demonstrate your ability to speak Portuguese. Therefore, always say as much as you can, speak as well as you can and show what you can do.
[2 sec.]
Now, please check to make sure that the tape on which your responses will be recorded is securely threaded in the tape recorder and that your microphone is properly adjusted.
[6 sec.]

APPENDIX C

Portuguese Speaking Test Feedback Sheet

NAME _____ TEST FORM ____ INSTITUTION _____

Thank you very much for participating in this trialing of the Portuguese Speaking Test. Your comments about the test are valued and will be given full consideration in the revision process before the final version is printed. Therefore, please answer the questions below as clearly and as frankly as you can.

Part A. In the outline below, please comment on any items you felt were unclear, unfair or otherwise problematical for you. Especially comment on anything that you feel interfered with your ability to answer the question to the best of your present ability to speak Portuguese. Such things might be unclear directions, unclear pictures, unrealistic situation, too little time, etc...

Item	Comments
Part I. "Conversation"	
Part II. Page 1	
Page 2	
Page 3	
Page 4	

Page 5

Part III. (Page 6)
Topic 1

Topic 2

Topic 3

Topic 4

Topic 5

Topic 6

Topic 7 (if applicable)

Part IV. (page 7)
Situation 1

Situation 2

Situation 3

Situation 4

Situation 5

Situation 6

Situation 7 (if applicable)

Part B.

1. Were the directions for the different parts of the test sufficiently clear and detailed?

( ) Yes ( ) No

Comments?

2. Would you have preferred to speak directly after instructions to the picture-based questions were given rather than wait for a tone?

( ) Yes ( ) No

Comments?

3. Would you have preferred to speak directly after instructions to the topic questions (page 6) were given rather than wait for a tone?

( ) Yes ( ) No

Comments?

4. Would you have preferred to speak directly after instructions to the situation questions (page 7) were given rather than wait for a tone?

( ) Yes ( ) No

Comments?

5. In general, were the pauses for your responses usually long enough for you to respond as fully as you wished (or were able)?

( ) Pauses were usually too long
( ) Pauses were usually about right
( ) Pauses were usually too short

Comments?

6. Did you feel you were unduly nervous during the test?

( ) Yes ( ) No

If yes, please explain. What could have helped alleviate that nervousness?

7. In general, did you feel that the picture-based questions, situations, and other types of questions in the test were adequate to probe your level of speaking ability in Portuguese?

( ) Yes ( ) No

Comment?

Part C. Please use the back of this page to comment on any aspect of the test that is not covered in any of the preceding questions. We would especially appreciate any suggestions as to how this test might be improved. Thank you very much!

APPENDIX D

PST Trialing--Evaluation Sheet

Directions: The Portuguese Speaking Test is intended to serve as a probe to elicit from each examinee a speech sample suitable for rating on the ILR/ACTFL scale. We need now to judge that the items are doing their job. As you listen to each tape, please mark this sheet. Under "TIME," Please also indicate next to each item number whether the pause time seemed to be too short or too long for that examinee. Circle "OK," "SH" for short or "LO" for Long. Under "BLOCKING," comment on anything that appeared to block the examinee's response. It could be unusual vocabulary items, in which case write the offending word. It could also be an unclear understanding of the directions or the item or that the item was clearly too difficult. It could also be a question of time, i.e., not enough time to think about an answer. Under "OTHER COMMENTS," describe any other ways the item seems to be problematical. Finally, under "RECOMMENDATIONS," write any ideas that come into mind to remedy problems you have noticed.

Portuguese Speaking Test Form _____
Examinee's Name _____ Your Name _____

TIME	BLOCKING	OTHER COMMENTS	RECOMMENDATIONS
Part I. (Conversation)			
1. OK SH LO			
2. OK SH LO			
3. OK SH LO			
4. OK SH LO			
5. OK SH LO			
6. OK SH LO			

Blocking	Other Comments	Recommendations
7. OK SH LO		
8. OK SH LO		
9. OK SH LO		
10. OK SH LO		
11. OK SH LO		
12. OK SH LO		
13. OK SH LO		
Part II. (Picture-based questions)		
1. OK SH LO		

Blocking	Other Comments	Recommendations
2. OK SH LO		
3. OK SH LO		
4. OK SH LO		
5. OK SH LO		
Part III. (Answers to questions) 1. OK SH LO		
2. OK SH LO		
3. OK SH LO		
4. OK SH LO		
5. OK SH LO		

Blocking	Other comments	Recommendations
6. OK SH LO		
7. OK SH LO		
Part IV. (Situations) 1. OK SH LO		
2. OK SH LO		
3. OK SH LO		
4. OK SH LO		
5. OK SH LO		
6. OK SH LO		
7. OK SH LO		

APPENDIX E

PST Trialing--Rater Evaluation Sheet

The Portuguese Speaking Test is intended to serve as a probe to elicit from each examinee a speech sample suitable for rating on the ILR/ACTFL scale. For each eaxminee, as you listen to the tape, please show on a scale from 1 to 5 (with 1 being the lowest and 5 being the highest) how each item contributed towards forming a ratable speech sample for that examinee. Please also indicate next to each item number whether the pause time seemed to be too short or too long for that examinee. Circle "OK,"Short" or "Long." If any item seemed problematical for the student, please comment under the item number.

Portuguese Speaking Test Form _____
Examinee's Name _____

P = item was problematical (please comment)
1 = item did not help in making a rating
2 = item helped somewhat in making a rating
3 = item was useful in making a rating
4 = item was very useful in making a rating
5 = item was extremely useful in making a rating
NA = item was not used or not used in rating (e.g. warm-up items)

Part I. (Conversation)

1.	OK	SHORT	LONG	P	1	2	3	4	5	NA
2.	OK	SHORT	LONG	P	1	2	3	4	5	NA
3.	OK	SHORT	LONG	P	1	2	3	4	5	NA
4.	OK	SHORT	LONG	P	1	2	3	4	5	NA
5.	OK	SHORT	LONG	P	1	2	3	4	5	NA
6.	OK	SHORT	LONG	P	1	2	3	4	5	NA
7.	OK	SHORT	LONG	P	1	2	3	4	5	NA
8.	OK	SHORT	LONG	P	1	2	3	4	5	NA

9. OK SHORT LONG P 1 2 3 4 5 NA

10. OK SHORT LONG P 1 2 3 4 5 NA

11. OK SHORT LONG P 1 2 3 4 5 NA

12. OK SHORT LONG P 1 2 3 4 5 NA

13. OK SHORT LONG P 1 2 3 4 5 NA

Part II. (Picture-based questions)

1. OK SHORT LONG P 1 2 3 4 5 NA

2. OK SHORT LONG P 1 2 3 4 5 NA

3. OK SHORT LONG P 1 2 3 4 5 NA

4. OK SHORT LONG P 1 2 3 4 5 NA

5. OK SHORT LONG P 1 2 3 4 5 NA

Part III. (Answers to questions)

1. OK SHORT LONG P 1 2 3 4 5 NA

2. OK SHORT LONG P 1 2 3 4 5 NA

3. OK SHORT LONG P 1 2 3 4 5 NA

4. OK SHORT LONG P 1 2 3 4 5 NA

5. OK SHORT LONG P 1 2 3 4 5 NA

6. OK SHORT LONG P 1 2 3 4 5 NA

7. OK SHORT LONG P 1 2 3 4 5 NA

Part IV. (Situations)

1. OK SHORT LONG P 1 2 3 4 5 NA

2. OK SHORT LONG P 1 2 3 4 5 NA

3. OK SHORT LONG P 1 2 3 4 5 NA

4. OK SHORT LONG P 1 2 3 4 5 NA

5. OK SHORT LONG P 1 2 3 4 5 NA

6. OK SHORT LONG P 1 2 3 4 5 NA

7. OK SHORT LONG P 1 2 3 4 5 NA

APPENDIX F

Questionnaire for Particpants in the Portuguese Speaking Test Study

We would very much appreciate your answers to the following questions concerning the three speaking tests (live interview plus two tape-recorded tests) which you took in connection with the Portuguese Speaking Test Study. We are asking for your name at the end of the form simply as a check that the questionnaire has been received. All information will be analyzed on an anonymous, group basis for purposes of test improvement. Please feel free to make any comment you wish in response to any question in the space provided or on the back. Thank you in advance for your comments and for your much-appreciated participation in the test development process.

(1) **Over the course of the live interview, do you feel that your maximum level of speaking ability in Portuguese was adequately probed by the tester?**

( ) Yes ( ) No

Comments:

(2) **Over the course of the taped test, do you feel that the descriptions, narratives, situations, and other types of questions in the test were adequate to probe your maximum level of speaking ability in Portuguese?**

( ) Yes ( ) No

Comments:

(3) **In the live interview, were there any questions asked or speaking situations required which you felt were in any way 'unfair'?**

( ) Yes ( ) No

Comments:

(4) **In the taped tests, were there any picture/descriptions, narratives, situations, or other questions that you felt were in any way 'unfair'?**

( ) Yes ( ) No

Comments:

(5) **In which of the two types of test (live interview or taped test) did you feel more anxious or nervous?**

( ) Live interview
( ) Taped test
( ) Both the same

Comments:

(6) **Which of the two types of test (live interview or taped test) did you feel was more difficult?**

( ) Live interview
( ) Taped test
( ) Both the same

Comments:

(7) **In the taped test, were the pauses for your responses usually long enough for you to respond as fully as you wished or were able?**

( ) Pauses were usually too short
( ) Pauses were usually about right
( ) Pauses were usually too long

Comments:

(8) **Where the directions on the taped test clear?**

( ) Yes ( ) No

Comments:

(9) **Which of the two types of test did you prefer--the live interview or the taped test?**

( ) Live interview
( ) Taped test
( ) No preference

Comments:

(10) **Please use the space below to comment on any aspect of the live interview or taped test that was not covered in any of the preceding questions. We would appreciate any suggestions as to how these testing procedures might be improved.**

Thank you very much for your help.

Name _____

APPENDIX G

Comments from the Participants in the
Portuguese Speaking Test Validation Study

Below are all the comments written on the questionnaires that were completed by all participants in the study. The comments are copied below as written on the questionnaires. No attempt has be made to correct grammar, etc. Any necessary clarification that has been added is written in parentheses.

Question 1: **Over the course of the live interview, do you feel that your maximum level of speaking ability in Portuguese was adequately probed by the tester?**

She (the tester) was very efficient and thorough.

Much easier since we have time and non-verbal communication.

Speaking to the tester, I was more at ease and she could gear the questions to my ability.

(Yes,) however, in the beginning it was a little bit difficult. I do extremely well in an informal setting. After a while though, I didn't feel so much pressure, and felt the conversation flowed a bit more freely. I love to speak Portuguese and take any chance I get to practice it.

It was such a difference and such a relief to be talking to a real person. It took me a while to get used to the recorder. I thought she did a pretty good job seeing what I could and could not do.

I most likely felt comfortable with the interviewer.

I was a little nervous. But I tried to do the best I could.

Somehow I was a little nervous during the first part of the live interview, but the person to whom I was talking was very friendly and that helped me a lot.

For the most part, I felt that the 1/2 hour interview was adequate, but I think an hour would be more appropriate. Also, some more creative questioning would be better.

In a real conversation with another human being, communication flows naturally and one easily reaches the outer bounds of one's abilities.

Maximum no, closer to 80-90%. The reasons being that I was a little uncomfortable and when I was lacking just 1 word I sometimes couldn't finish the idea I was trying to get across and I was a little nervous. These are the reasons why my maximum level was not achieved.

My ability to speak wasn't tested well, because I did not understand the interviewer very well.

I feel I could have been pushed a little farther (although I did have some vocabulary trouble).
I think that different situations and different subjects make proficiency vary.

Not maximum ability because it needs to be longer. One does not get into a complete Portuguese state of mind in 5 minutes. I was still thinking in English.

We had an interesting interchange, although she didn't test specific vocabulary areas.

Some of the topics of conversation were rarely used and required a vocabulary suited for it.

Question 2: **Over the course of the taped test do you feel that the descriptions narratives, situations and other types of questions in the test were adequate to probe your maximum level of speaking ability in Portuguese?**

I thought the tape test was very good.

The variety was excellent.

I think the different situations that the test presents to us are very adequate, because they're about common situations in real life.

The situations probed all different types of language and vocabulary.

Obviously, these kinds of tests have limited coverage and probe to examine the full capacity of someone's language skill. Anyway, it was reasonably good, but not better than live interview.

I think that the potential for creativity allowed me to reach the maximum level but only because not every one is creative in the same way.

It's relative what one can answer with the time constraints but I still think that what the tape has is the best that can be done to test non-native speakers.

Giving directions was the hardest part to describe.

The situations were adequate, but the same test should be distributed by a live interviewer.

It's difficult to be creative when the situations seem artificial, contrived. It is difficult to communicate one-way--with no person to respond to, etc.

I felt very uncomfortable speaking into the microphone and this contributed to not probing my maximum level. Again, when I was caught up with one word it was difficult to continue.

They went far beyond my capabilities.

Actually, they were somewhat above my level, perhaps too much.

I felt very pressured and did have a bit of difficulty hearing the speaker on the tape. I feel my Portuguese speaking ability is quite good especially after living in Brazil only one year. I've been in a lot of situations already described in the tests but I feel it's easier to talk about them when you are actually in the situation.

I found it difficult at times to judge the pause (i.e. what really is 1 min. 45 sec.) At times I felt restricted by the pictures themselves.

Although I didn't think this was quite enough hypothetical stuff to really probe for a ceiling, but maybe those couple were enough. Otherwise yes (= taped test probed maximum level). Also, there wasn't very much narration in the past.

I felt I was being tested on aspects of the language that are not emphasized at Georgetown, while subjects such as politics and culture were largely omitted. We spend far more time on topics such as Brazilian race relations and foreign debt than we do on water skiing and sightseeing. In short, I was tested on things I didn't know how to say, and was not tested on what I did know how to say.

(Thinks it was probed adequately) Although in the end I had a headache because of the length of the test.

Question 3: **In the live interview, were there any questions asked or speaking situations required which you felt were in any way 'unfair'?**

Every question asked to me was very good.

No questions seemed unfair.

Questions were rephrased when I didn't understand and the tester was able to see my limitations and not push me.

Unfair--no; after I got accustomed to it, I felt everything flowed easier.

The social situations (in my case ordering my secretary around and arguing with a store that sold me a watch) were unfamiliar to me even in my own country. I am a student, so I'm not used to issuing orders to anyone, and I don't own a watch. The rest of the live interview involved questions for which I was better prepared.

The only problem I experienced was that the Portuguese I have learned is from Brazil, and the person I had the interview with was from Portugal so we had some regional terminology differences.

A couple of times I did not understand the interviewers "portugal" accent.

Question 4: **In the taped tests, were there any picture/descriptions, narratives, situations, or other questions that you felt were in any way 'unfair'?**

They are appropriate for testing ability.
Maybe the ones that require more cultural knowledge.

I didn't like very much the question about labor workers and what I think about syndicates.

Inappropriate perhaps. Having to complain to a neighbor is something I would be unlikely to do. A party at 2 am is not unusual in Latin America and threatening to call the authorities might be met in derisive laughter.

If I had a greater knowledge of vocabulary I may have been able to answer them.

The directions were difficult to give properly in the time allotted.

Not unfair, just difficult. There is no way to prepare for a test like this. I understood everything, but I feel once faced with any of the situations in reality = I'd be able to put more of myself into it ... "restaurant scenes, etc."

(No) Although I find some of the diagrams very limiting.

Some of the pictures were too detailed and inadequate time was given to properly describe them.

See #2. Again, the taped test seemed more appropriate for someone who had either lived in a Portuguese-speaking country, or had spent their class time preparing for that.

I think there were some conjuring pictures that I could not have done better describing them in my own language, but generally they were fair.

Please see # 10 for comment.
No 10: I would like to offer the following comments on the taped test:
- I thought that the situational questions were excellent. They were typical situations that make one think fast and use different types of language.
- I found some of the topical questions (e.g. gun-control and bilingual education) very difficult to answer given the short amount to time allotted for formulating the answer. In general, It seemed that less creative people - or those less familiar with those specific issues - might not be able to demonstrate their maximum level of speaking ability on those questions.

Question 5: **In which of the two types of test (live interview or taped test) did you feel more anxious or nervous?**

I did not feel nervous or anxious at all.

Wasn't nervous in either task.

It (the taped test) was harder I believe because of the time constraints.

Being recorded and responding in a fixed time frame creates pressure.

I find it very uncomfortable to engage in a conversation with a machine!

I did feel a bit nervous perhaps mostly because of the time limit. When I really get the change to speak in Portuguese I do very well and I felt that on the tape that I didn't get the opportunity to show all I know. Perhaps it was because of the "nervousness."

It was hard to get used to the tape. And getting cut off, or finishing to soon and waiting is so annoying. Voice activated recorders maybe? Or is that too expensive? I highly recommend it for the real thing.

Because of time limitation the taped test made me more nervous; there was no feedback.

The beeping noises get on my nerves.

I'm not accustomed to making speeches without interaction in conversation. When I do have to make speeches, I invariable have more time to prepare my remark and tailor them to the allotted time. Furthermore, I never have to make speeches in Portuguese and don't foresee that possibility in the near future.

There is more time flexibility and real communication with a live interview and that made me more relaxed and comfortable speaking in Portuguese.

I deal better face to face. Also, I lost some interest in speaking to a tape recorder.

When speaking to a person, one feels more comfortable and relaxed as opposed to the taped test.

Question 6: **Which one the two types of test (live interview or taped test) did you feel was more difficult?**

Both seemed fair.

During my live interview I much talked about themes that I wanted to and that I like.

(The taped test) Only because of the time requirements.

The tape required much more vocabulary and social knowledge.

Again, talking to the machine makes me uncomfortable. Did not use any full potential.

It was very tedious, although quite complete.

The taped test was definitely more "difficult."

I personally do not feel relaxed when speaking entirely to a machine.

Mostly because I felt more pressured, and it was a very passive kind of thing--all these things in front of your eyes to describe.

(The taped test) Because of limited time.

Question 7: **In the taped test, were the pauses for your responses usually long enough for you to respond as fully as you wished or were able?**

Gave ample speaking time.

Several times, however, I did get cut off on the last part.

On the "long worded" questions the time given to "prepare" to answer the question was short.

I did however, have to push myself to fill space. Conversation with a machine just doesn't animate one to chatter much.

For the most part, they were good. However, I did feel that some pauses were too short. In some situations I would've liked to say more. Some areas definitely need more time for us to be able to speak more freely and creatively.

Both - I got it just right sometimes. It's hard to judge how long to take, or how long to give.

Pauses were usually either too short or too long. I know that sounds cryptic, but that is what I found.

I feel shorter pauses would be better - particularly for the less fluent speaker. Shorter pauses would keep things moving and thus the interest level would stay higher. Also long pauses may test an individual's planning ability - not necessarily their speaking ability.

Question 8: **Were the directions on the taped test clear?**

Very clear.

Repetitious.

Too clear. I felt as if they think everyone who takes the test is a moron. The directions can

be speeded up and shortened.

Too long and repetitious - we don't need them after each scenario - especially the last page.

Question 9: **Which of the two types of test did you prefer--the live interview or the taped test?**

While the live interview dealt with relatively familiar topics, the taped test was more interesting and challenging because it incorporated various types of testing-approaches.

I felt kind of retarded doing the taped test. It wasn't that bad though, and the situations were rather interesting -- good questions. However, that getting cut off was so annoying!! Ugh.

(The live interview) Definitely a better way, and more natural of examining ability.

I feel the live interview gave me a bit more of a chance to show my Portuguese speaking ability. I felt much more relaxed with it than with the tapes.

(The live interview) Being able to use hand gestures really helped me make myself understood.

Again, it (the live interview) is far more realistic, and reflective of my training.

(In the live interview) By hearing a live voice made conversing much more conducive.

Question 10: **Please use the space below to comment on any aspect of the live interview or taped test that was not covered in any of the preceding questions. We would appreciate any suggestions as to how these testing procedures might be improved.**

I think both the live interview and the taped test were very good organized, because it gave me the opportunity to measure myself with the Portuguese language.

I think that the testing procedures are well done as it is and I would not change them.

I consider that the live interview is more important and the taped test because you can see the reaction and gestures of the person with who you are talking to. I would prefer the whole research in a form of live interview.

The live interview was a better measure for me. The fact that I could ask if I didn't understand something helped. I found the tape test "response" times to be too short. Also the issues on some of the questions (labor unions for example) were topics that couldn't answer well even in English.

A tape is not a proper substitute for a live interview with personal interaction.

I feel to a certain extent, the more "informal~ (not in terms of grammar or anything like that) the easier it is to speak "let yourself go" as it were. I did enjoy taking the tests though. Also I felt with the taped tests I was more limited in what I could say. I felt that I was only "allowed" to talk about scenes in the pictures and that I had to make sure to mention everything. This was difficult. I felt very limited and this made me a bit anxious. In a live situation, it is easier to show one's Portuguese ability.

The role playing was also somewhat difficult. I generally do not speak freely in contrived situations.

The testing procedures were reasonably good enough to examine someone's language skill in some extent.
Examples should be given of how you are supposed to respond.

Put briefly, I think you have to test people in roughly the same way you educate them. This applies to the curriculum as well as the pedagogical method.

It is my personal opinion that in order to have a more realistic idea of the level of proficiency in a foreign language is at most a written test and live interviews instead of taped tests.

Try to pick topics and issues more current and applicable, not to say that these were not, but these topics were a bit awkward.

In the live interview, any off limit subjects such as the interviewer can't translate any words for you.

APPENDIX H

PORTUGUESE SPEAKING TEST

OFFICIAL TEST MANUAL
1988-89 EDITION

By
Charles W. Stansfield
Dorry Kenyon

Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, DC 20037
(202) 429-9292

The Portuguese Speaking Test was developed by the staff of the Division of Foreign Language Education and Testing at the Center for Applied Linguistics under Grant Number G008740397 from the Office of International Research and Studies of the U.S. Department of Education.

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PREFACE

The Portuguese Speaking Test Manual has been prepared for all who are interested in the Portuguese Speaking Test (PST): for individuals considering using the test, for those who administer it and for those who use oral proficiency ratings based on the test. In addition to giving detailed instructions on test administration, the Manual gives an overview of the PST program, information on the development, form and content of the test, notes on interpretation of the test results, and technical information about the test.

This is the first edition of the Manual. Your suggestions for improving its usefulness are most welcome. Please feel free to send any comments to us.

IMPORTANT NOTE TO TEST SUPERVISORS

This manual contains important information about the procedures that must be followed BEFORE, DURING, and AFTER the administration of the Portuguese Speaking Test. Uniform procedures are essential if a standardized test such as the PST is to yield consistent results. The scores of examinees from various institutions in the nation will be comparable only if all supervisors follow the same procedures and give exactly the same instructions. It is necessary, therefore, that you read the entire section entitled "Test Administration" before administering the test and follow the instructions without exception during the test administration.

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OVERVIEW OF THE PST PROGRAM

General Information

The primary purpose of the Portuguese Speaking Test (PST) is to evaluate the level of oral proficiency in Portuguese attained by American and other English-speaking learners of Portuguese. It is intended for students at proficiency levels from Intermediate-Low to Superior according to the proficiency guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL, see pages 15-18) or alternatively from 1 to 3+ on the scale of the Interagency Language Roundtable (ILR) of the U.S. government. Each examinee receives a rating on a modified ACTFL/ILR scale.

The PST is designed to emulate the direct face-to-face oral proficiency interview used by government agencies and ACTFL through a semi-direct format. In semi-direct testing, examinees are presented with the stimulus through a test tape and a test booklet; their responses are recorded on a second tape. This PST examinee response tape is then sent for outside rating by specially trained raters proficient in using the ACTFL/ILR scale. Semi-direct testing is not intended to replace the oral proficiency interview. However, it is intended to offer a standardized approach to oral proficiency testing in situations where it is not feasible to give an oral interview due to the unavailability of trained testing personnel, or lack of time and budget for such testing.

The PST may be administered in a language laboratory setting and is thus ideally suited to large group testing. Alternatively, the test can be administered individually using two tape recorders.

Test Format

There are three components to the PST: the master test tape, the examinee test booklet, and the examinee response tape.

The **master test tape** contains the directions and test questions. All directions are given in English. In order to ensure that Portuguese speaking skills are tested (rather than listening comprehension), all questions are in English, with the exception of the "warm-up" questions in Part One (see below).

The **examinee test booklet** contains the general directions on the front cover, five pages of drawings for the picture-based questions, and two pages of written questions.

The **examinee response tape** is a blank tape on which examinee responses are recorded during the administration of the test.

There are three parallel forms of the PST. The master tape is available in either a Brazilian or a Lusitanian version.

Test Content

The entire test lasts approximately 43 minutes and elicits a speech sample from the examinee of approximately 20 minutes in length. Six types of questions are used.

1. Personal Conversation.

This part corresponds to the "warm-up" used in the direct interview. In this section, the examinee listens to short questions about his/her family, education, hobbies, etc. in Portuguese and responds to each question as it is asked. There are either 12 or 13 such questions on each form. This is the only section in which Portuguese is used on the tape. After each question is asked, the examinee has between 5 and 25 seconds to respond, depending on the complexity of the question.

For each question in parts 2 - 6, the examinee is given between 15 and 30 seconds to prepare an answer before being required to speak. Time for giving an answer varies from 45 seconds to 1 minute and 45 seconds, depending on the complexity of each question.

2. Giving Directions.

The examinee is shown a pictorial map in the test booklet and is instructed to give directions between two points on the map. The question is contextualized in that examinees are instructed that they are giving this information to a friend over the phone.

3. Detailed Description.

The examinee is shown a drawing in the test booklet and is instructed to describe the picture in as much detail as possible. Each picture depicts a variety of objects and actions. This part is contextualized so that the examinee knows the specific audience being addressed and the purpose of the description.

4. Picture Sequences.

The examinee is instructed to speak in a narrative fashion about a sequence of four or five pictures shown on a single page in the test booklet. There are three questions of this type; one each designed to elicit present, past and future time narration. All questions are contextualized so that the examinee is given a specific audience and a specific reason for the narration.

5. Topical Discourse.

The examinee is instructed to talk about selected topics involving different discourse strategies. These strategies include explaining a process, supporting an opinion and talking about a hypothetical situation. The examinee hears and reads in the test booklet five such topics. Following are examples of these questions from the PST Examinee Handbook. These are examples and not actual questions used.

Please describe the kinds of leisure-time activities you particularly enjoy.

Talk about the advantages and disadvantages of using public transportation.

Explain to a Portuguese-speaking friend how one would go about buying a used car in the United States.

Some Americans feel that foreign language education should begin in the first grade or even kindergarten. Do you agree or disagree? Explain why.

If you were financially able to spend one year traveling, free of any other responsibilities, where would you go and what would you do?

6. Situations.

The examinee hears and reads a printed description of a real-life situation in which a specified audience and communicative task are identified. The examinee is then instructed to carry out the specified task. The tasks range from making simple requests to giving a formal toast. Below are examples of these questions from the PST Examinee Handbook. Again these are examples and not actual questions used.

You are at a hotel in Brazil. Tell the clerk you need a double room with private bath for two nights. Ask about room rates and if you can pay by traveler's check.

You are at a clothing store in Lisbon. Ask if you can return a shirt you bought there last week as you discovered it had a stain on it when you brought it home.

You want to buy a ceramic bowl at a stand at an open air market in Lisbon. However, you feel the asking price is too high. Try to convince the shopkeeper to lower the price.

When you arrive at the airport in Rio de Janeiro, you discover your luggage was sent to Europe. The clerk tells you it will be returned in three days. Irate, you ask the airlines to give you money for the new clothing you will need to buy for your important business meeting tomorrow.

After staying with a large Brazilian family for the summer, you take them out to a formal restaurant to express your thanks. Before the meal begins, you formally give a little toast expressing your thanks for the family's hospitality during your stay.

Uses of the PST

In keeping with its intended function as a measure of oral language proficiency, the primary focus of the PST is to assess the ability to speak Portuguese in contemporary, real-life language-use contexts according to the ACTFL scale. Such a rating may be useful in a variety of contexts and for a variety of purposes, such as:

- admission to a Portuguese study program
- placement within a Portuguese study program
- exemption from a Portuguese language requirement
- application for scholarship or appointment
- competency testing upon exit from a Portuguese program
- certification of Portuguese language proficiency for occupational purposes
- evaluation of a Portuguese instructional program

The PST program encourages use of the test by an institution if such use will assist it in making valid decisions in one or more of the above applications. However, the institution itself must determine whether the PST is an appropriate test with respect to its intended use.

Local Validation and Standard Setting

After it has been decided that the PST is appropriate for a particular use, it may be fitting to conduct a local validation study if an important decision will be made on the basis of the PST score. Such may be the case if, for example, the PST is used to determine suitability for a particular job that requires language skills. In such a case, one might want to conduct a research study that would identify whether a relationship existed between performance on the PST and success on the job. If through research such a relationship were found to exist, then the study would provide evidence of the PST for that particular use.

In addition to establishing the validity of the PST for a particular use, it may also be appropriate to justify any particular criterion of minimum performance on the PST that has been set. Such a study, known as a standard setting study, can provide data that may be used to validate an existing standard or establish a new standard of acceptable performance on the PST. For examples of such studies in the context of a speaking test and a discussion of appropriate methodology see Livingston (1978) and Powers and Stansfield (1985). PST program staff will be pleased to advise an institution on how to conduct an appropriate local validity and standard setting study. However, the PST program can not provide financial support for such studies.

TEST ADMINISTRATION PROCEDURES

This section (pages 5-15) provides crucial information directed to test center supervisors. It discusses PST operational procedures and includes step-by-step instructions for administering the test. It is **absolutely essential** that these directions are read and followed exactly by all PST test supervisors to ensure the validity of PST scores across test centers.

GENERAL INFORMATION

Communication with CAL

Most communication between test center supervisors and CAL can be handled by mail, which should be addressed to:

Coordinator, Portuguese Speaking Test
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, DC 20037

Sometimes, however, it may be necessary or more convenient to contact CAL by telephone. Please direct all phone calls to CAL at (202) 429-9292, asking for the Portuguese Speaking Test Coordinator. CAL cannot accept collect calls.

Registering for the Test

Registration for the PST may be initiated by institutions or by an individual examinee.

Institutional Registration. An institution may register to administer the PST to its students on dates that are convenient to the institution. To place an order for the test, fill out a PST Order Form. (A copy of the PST Order Form is printed on the last page of this Manual. Additional copies may be obtained from CAL or photocopied from this Manual.) Follow the instructions for completing this form below. All orders for the PST must include this Order Form, whether testing is initiated by an institution or by an individual examinee.

1. Type or print all information clearly.
2. Fill in the **shipping** and **billing** information. Do not forget to include appropriate **telephone numbers**.
3. Check whether this is your **first order**. If it is, CAL reserves the right to verify all information on the form before sending test materials to you.
4. Mark the **test form** desired. In most cases this will be Form A, unless examinees are being retested or have already used Form A. If your institution regularly administers the PST, you should alternate the form of the test being used with each administration. Use a separate order form for each test form ordered.

5. Mark the **tape version** desired. Although all of the PST directions and most of the questions are in English, Portuguese is used in the "warm-up" section (see question type 1, p. 2). Thus, you should order the tape version (Brazilian or Lusitanian Portuguese) that is most appropriate for your examinee(s). Use a separate order form for each version if both versions are being requested.
6. Fill in the **number of examinees expected, testing date** and **required delivery date**. Please note that a PST order should arrive at the PST Program Office at CAL at least **2-3 weeks before** the intended testing date to allow timely shipment of the necessary test materials. **Telephone orders** are accepted only under urgent circumstances and only from institutions with which CAL has established previous contact.
7. Include information on the **purpose and use of the test** (optional).
8. Read the information on **payment** carefully. It is your responsibility as test supervisor to collect payment from the examinee(s). You will be charged $60.00 per examinee tested. (**Note**: You may collect more from each examinee to cover any testing costs incurred by the institution in administering the test. Examinees should be told in advance the amount of additional charges. This information may be written on the front cover of the Examinee Handbook.)
9. The **security agreement** between the test supervisor (the person actually responsible for administering the test) and CAL is most critical. The security agreement must be signed before any materials will be sent out. All first orders **must** be made using this form. Subsequent orders, under urgent circumstances, may be made by telephone by test supervisors who have submitted this form. Be sure to include your **signature**, the **date**, and print your **name, telephone number, title,** and **department** in the spaces provided.
10. Mail the Order Form, along with the Individual Registration Form if applicable, to the address above.

Upon receipt of the Order Form, CAL will forward to the test center supervisor the required number of PST test booklets and associated materials, including the master tape(s) and a back-up of the test tape(s), blank cassettes for examinee responses, copies of the Examinee Handbook, and necessary forms. The Examinee Handbook contains important information to prepare examinees for the PST and should be given to the examinees well ahead of the testing date. The front cover of the handbook includes space to write important test information for the examinee, such as date, time, location of the exam, etc. You may want to fill this out before you distribute the handbooks to the examinees.

It is your responsibility to organize the local registration of examinees. When an examinee registers locally for the PST, he/she must present an acceptable form of photo identification (e.g., driver's license, student ID, or passport). You must verify the identification and record the examinee's name and social security number. Examinees are required to bring this photo identification with them to the test, where it should be double-checked.

Individual Registration. You may be asked to serve as test supervisor by a potential examinee who wishes to take the PST. In this case, that individual should have followed the

procedures indicated below. These procedures are explicitly described in the Examinee Handbook.

1. The individual contacts CAL for the name of the nearest PST test center.
2. If a nearby test center is available, the examinee then personally contacts the test center supervisor.
3. If a nearby test center is not available, the examinee contacts a local institution that offers a Portuguese language program. If no local institution offers Portuguese, the examinee contacts the director of the institution's language laboratory, or if none is available, a local foreign language teacher who is willing to administer the test.
4. The examinee pays the test fee ($60) via personal check or money order made out to *Portuguese Speaking Test/CAL* directly to the test supervisor. This payment must be included with the PST Order Form.

If you have been asked to serve as test supervisor for a single examinee, you need to fill out the PST Order Form as instructed above, and send it to CAL, **together with the examinee's Individual Registration Form**. In this case confirmation of the examinee's identification is required on the Individual Registration Form. Also, you may want to administer the PST using the INDIVIDUAL ADMINISTRATION instructions beginning on page 15 of this manual. All other information in this section still pertains to you.

Test Fee

The fee for the PST is $60 per examinee. For individual registration, the examinee's payment in the form of a check or money order made out to *Portuguese Speaking Test/CAL* must accompany the PST Order Form (see above). For institutional registration, test fees should be collected from the examinees either at the time of registration or on the testing date. No examinee should be allowed to take the PST without first presenting the fee to you. The testing fee can be paid by the institution by check payable to *Portuguese Speaking Test/CAL*. It is preferable for payment for multiple examinees to be made via a single check. If a purchase order is used for payment, it must accompany the PST Order Form. In this case, an invoice for the total testing fee, including any delivery charges for rush orders, will be issued to the institution after the test has been administered and the test materials have been return to CAL. This invoice should be paid by check payable to *Portuguese Speaking Test/CAL*.

CAL does not provide an honorarium to test center supervisors. If an institutional fee for administering the test is required, you should collect it directly from the examinees tested at the institution. You are responsible for forwarding to CAL only the established test fee of $60 per examinee.

Test Security

It is extremely important that the PST be safeguarded and administered under secure conditions at each participating institution. By agreeing to serve as the supervisor of the test, you assume the responsibility of enforcing test security from the time you receive the

test materials until you return them to CAL. It is, therefore, necessary that you adhere to the specific instructions below.

1. Keep all test materials either in your immediate physical possession or in a locked cabinet or other secure area under your control.
2. Do not copy, or allow others to copy, any portion of the test booklet or tape, or make any notes or transcriptions of the test booklet or tape content.
3. Allow only those particular individuals who are to be tested to see the test materials, and only at the time of test administration and under the specific procedures described in this manual.
4. Should any irregularities occur, report them in the Supervisor's Report Form included in the test package.
5. Make sure you collect **all** test materials from the examinees after administering the test.

Your serving as test supervisor constitutes an implicit agreement to conform to the above conditions. Your cooperation in this matter is absolutely essential.

Score Reporting

Approximately 3 weeks following receipt of the test materials, CAL will forward to the institution a score report containing, in roster form, each examinee's rating. In addition, official score reports will be sent to examinees and to as many as two other addresses they indicate on the Request Form for Official Score Reports. This form is located on the back cover of the Examinee Handbook. These forms should be collected from the examinees on the day of the test and returned to CAL by the supervisor with the PST test materials. Note that under individual registration, a score report roster is **not** sent to the test supervisor unless requested by the examinee.

The official score report indicates the name of the examinee, the test date, test center, and score on the test. For purposes of security, the score report is embossed with the irreproducible raised seal of the Center for Applied Linguistics. The reverse side of the score report contains a description of the PST scale for score users.

Test Center Codes

Each participating institution is assigned a three-digit test center code for data processing purposes. Test center codes can be found on the top of the Test Materials Checklist enclosed in the package of test materials. This information is needed when labeling the tapes containing student responses.

Receipt of Test Materials

Immediately after the shipment of test materials is received, the contents should be verified against the Test Materials Checklist. If there is any discrepancy, CAL should be contacted immediately for replacement of materials.

The test materials must be placed in a securely locked area. No one but the test supervisor, a designated associate or responsible official should be allowed to have access to the storage area (see **Test Security** above).

Checking the Condition of Test Materials

Although CAL makes every effort to ensure that test materials are in good condition before they are shipped, it is still possible that some defects may escape attention. It is therefore important that you double check the condition of the test booklets and test tapes upon receipt of the materials. The following steps are recommended:

1. Check to make sure that all test booklets are properly sealed.
2. Make sure that the test tapes are in working order. (Note that there are many pauses in the test tape.) Be sure to rewind the tapes completely after you check them.

Distribution of Examinee Handbooks

In order to prepare examinees for the PST, distribute a copy of the Examinee Handbook to each examinee well ahead of the testing date. You may want to write the specific test information your examinees need to know (exam date, time, location, etc.) on the form printed on the front cover of the Handbook before you distribute them. (Note: The Examinee Handbook may be photocopied for other interested individuals if desired.)

The Testing Site

It is your responsibility to arrange for a testing site. The PST may be administered in either of two ways:

1. In a language laboratory capable of having students listen to a master program distributed from the console, while recording their responses at the individual booth positions. This is most appropriate when two or more examinees are being tested at the same time. However, it is also the method of choice for a single administration as well.

2. In a regular classroom or other quiet location, using **TWO** cassette recorders. One recorder is used to play the master test tape (using the PLAY mode) and the other recorder is used to record the student's responses (using the RECORD mode). It is not possible to give an individual administration of the PST using one cassette recorder only. Under these circumstances, only one student can be tested at a time (unless there is more than one set of recorders and testing rooms). This procedure is appropriate when a single examinee is being tested or there is no other alternative.

Please refer to the appropriate section below for complete administration procedures.

ON THE DAY OF THE TEST

Admission to the Testing Room

About fifteen minutes before the test starts, you may begin admitting the examinees into the testing room. If an examinee arrives who did not register ahead of time, it is at your discretion whether to admit that examinee or not. Only those who have paid the $60 test fee should be allowed to take the test.

Checking Examinee Identification

All examinees must present proper identification (a photo ID such as a driver's license, student ID, or passport). The test supervisor must verify that the person who registered for the test is indeed the same individual who takes the test. If an examinee forgets to bring any identification, he/she should not be admitted into the testing room. There can be no exceptions to this rule, even if a test supervisor knows the examinee very well.

Prohibited Materials

While taking the test, examinees should have nothing on their desks but their test booklets. The use of books, dictionaries, personal recording devices, photographic devices, pens, notes, and papers of any kind is prohibited during the test.

Collecting Request Forms for Official Score Reports

Each examinee should present you with a completed copy of the Request Form for Official Score Reports. You should return these forms to CAL with the test materials. Note that a student may decide to cancel the score reports after taking the exam. In this case, simply have the student completely cross out the applicable address(es) on the request form.

LANGUAGE LABORATORY ADMINISTRATION

IMPORTANT NOTE: It is the responsibility of the institution to make sure that the examinee response tapes can be listened to on standard equipment. Therefore, it is recommended that the PST be administered in a language laboratory with a quarter-track system. Such a system ensures that the tape containing student responses can be listened to on a standard portable cassette recorder. Some language laboratories use a two-track system in which student responses are recorded on the bottom half of the tape. Tapes recorded in this manner can not be listened to on a standard portable cassette player. If the institution has only a two-track system, arrangements may be made with CAL to have the tapes re-recorded. However, these arrangements would incur an **additional time** delay of up to two weeks in reporting the test results and an **additional cost** of $15.00 per examinee tape.

At least 24 hours prior to the test, please make sure that the following are available and are in proper order:

(1) A copy and a back-up of the master test tape for the particular version of the test being administered (Form A, Form B, or Form C).

(2) As many copies of the printed test booklet as there are students to be tested. Please make sure that the version shown on the front cover of the test booklet (Form A, Form B, or Form C) corresponds to the version of the master test tape.

(3) For each student to be tested, a blank C-90 cassette tape, capable of 45 minutes of recording on one side. Shorter tapes (e.g., C-60, with a 30-minute running time) will not work properly, since the test runs continuously for almost 45 minutes. Each student cassette should have a label on which the student's name, test form and version, and institution are to be written.

(4) One or more fine-line felt tip markers for writing on the cassette tape label the name of the examinee, the institution where the testing takes place, the PST form administered (A, B, or C) and the PST version (Brazilian or Lusitanian).

On the day of the test, direct each student to a language laboratory booth in a random manner. Do not allow students to self-select their seating positions. Wherever possible, allow at least one empty booth between students. When all students have been seated, distribute a blank cassette tape and one copy of the test booklet to each student. Tell the students not to open the test booklets until instructed to do so by the master test tape.

Tell each student to write his/her full name, test form letter (Form A, B or C), version of the test (Brazilian or Lusitanian) and the name of the institution where the test is being administered on the cassette tape. After this is done, say the following:

We are just about ready to administer the Portuguese Speaking Test, which will take approximately 45 minutes. Now, please make sure that your cassette is properly inserted in the recording unit at your booth. Do not start the tape recorder at this time. If there are any problems, raise your hand.

After any problems have been taken care of, say:

The test questions and all directions for the test are recorded on the master test tape, which I will begin to play for you in a moment. Once the test starts, it will run through to the end. All you will need to do is start your tape recorder one time, when the voice on the master tape asks you to do so. After that, you should let the tape run through to the end, and follow the various directions that will be given to you in the course of the test.

Note that in some language laboratories it is possible to start the students' machines automatically from the master console. In this case, instead of the above, say the following:

The test questions and all directions for the test are recorded on the master test tape, which I will begin to play for you in a moment. I will also start your tapes running from the master console, so you do not need to start your own machine when the master tape asks you to do so. I will go around the room and check to make sure that all machines are running properly. You need only to follow the various directions that will be given you in the course of the test.

Answer any questions concerning mechanical procedures, and then say:

We are now ready to begin the test. Please make sure that your headphones are on and the playback volume is adjusted so that you can hear the master tape clearly. I will now start the master tape.

Start the master test tape. While the initial directions are being given by the master voice, walk around the room to make sure that the students' volume controls are properly adjusted and that the student cassettes are properly installed in the booth recorders. When the master voice says, "*Please put your tape recorder in the "record" position and start the tape moving through the machine,*" again check that all students have followed these directions and that their machines are running and are in the "record" mode.

The master tape will continue, automatically giving all further directions, test questions, and response pauses in the appropriate sequence.

At the end of the test, the master voice will say: "*Stop. This is the end of the Portuguese Speaking Test. Please close your test booklet, stop your tape recorder, and wait for further instructions.*" At this point, make sure that all students have stopped recording (or stop their machines from the master console) and say:

> Please rewind your cassette, and also make sure that you have written your name, the letter of the test form, and the name of your institution on the cassette label.

After all examinee tapes and the master tape are rewound, walk around the room, collecting both student tapes and test booklets. **Make sure that you have retrieved a tape and a test booklet from each student.** When all test booklets have been accounted for, the students may be dismissed.

INDIVIDUAL ADMINISTRATION

For each testing room, the following should be available and in proper order:

(1) Two portable cassette recorders, one to play the master test tape aloud and one to record the student's responses. If at all possible, the unit used to record the student responses should have "automatic volume control" in the recording mode. If this is not the case, attention will need to be paid to the proper adjustment of the recording level control, so that the student's voice will be clearly recorded at a suitable volume.

(2) A copy of the master test tape for the particular version of the test being administered (Form A, Form B, or Form C).

(3) One or more copies of the printed test booklet. If students are to be tested in sequence, using the same test booklet, please examine the test booklet after each student has been tested to make sure that no notes or other markings have been made in the test booklet.

(4) A blank C-90 cassette tape (one per student), with a label on which the student's name and institution are to be written. The C-90 length is needed to record the entire test on a single side.

(5) A fine-line felt tip marker for writing on the cassette tape label the name of the examinee, the institution where the testing takes place, the PST form administered (A, B, or C) and the PST version (Brazilian or Lusitanian).

On the day of the test, set up the recording equipment and test materials in a quiet, comfortable room. The best arrangement is to use a table at least 3 feet in each dimension, on which both tape recorders and the test booklet are placed. The unit on which the student's responses will be recorded should be placed as close to the student as conveniently possible (within 18 inches) and the student should have room to spread out the test booklet comfortably on the table surface. The cassette unit playing back the master test tape may

be somewhat farther away, but **near enough** to the student's recorder for the latter to pick up the master voice as well as the student's own answers.

Ask the student to write his/her full name, test form letter (Form A, B or C) and the name of the institution at which the test is being administered on the cassette label. A felt-tip pen is preferable. You or the student should then insert the blank cassette in the student's recorder.

Then say:

> We are just about ready to administer the Portuguese Speaking Test, which will take approximately 45 minutes. One of the tape recorders [point to recorder] will play the master test tape, which will provide the test questions and all directions for the test. The other recorder [point to recorder] will be used to record your responses. Once the test starts, it will run through to the end. All you will need to do is start your own tape recorder [point] one time, when the voice on the master tape asks you to do so. After that, you should let the tape run through to the end, and follow the various directions that will be given you in the course of the test.

Answer any questions concerning mechanical procedures, and then say:

> I will now start the master tape.

Start the master test tape. During the initial directions being given by the master voice, make sure that the playback volume for the master voice is at a clear and comfortable level and that the student's cassette is properly inserted in the second recorder. If the student's recorder does not have automatic recording volume control, make sure that the recording level control is set high enough to record the student's voice clearly and without distortion.

When the master voice says, "*Please put your tape recorder in the "record" position and start the tape moving through the machine,*" make sure that the student has followed these directions properly and that the student's recorder is running and is in the "record" mode.

The master tape will continue, automatically giving all further directions, test questions, and response pauses in the appropriate sequence.

At the end of the test, the master voice will say: "*Stop. This is the end of the Portuguese Speaking Test. Please close your test booklet, stop your tape recorder, and wait for further instructions.*" Rewind both the master test tape and the student response tape. Make sure that the student's name, test form letter and the name of the institution are on the student cassette label. Verify that the test booklet is in your possession. The student may then be dismissed.

AFTER THE TEST

Checking Collected Materials

Immediately after you dismiss the examinees, please perform the following checks.

1. Check to see that master test tape has been completely rewound.
2. Spot-check examinee cassettes to make sure that responses have been properly recorded.
3. Flip through the test booklets to make sure that there are no pencil marks or missing pages. Report any defective or missing test booklets or test tapes on the Supervisor's Report Form. Also be sure to include any other irregularities such as cheating (give the examinee's name), malfunctioning equipment, mistiming, absence of examinees due to sickness, etc.

Returning Test Materials to CAL

Within three days after the test is given, please return the materials requested on the Test Materials Checklist to CAL. Send them to the address given on page 5. Be sure to fill out and sign the Supervisor's Report Form and check off on the Test Materials Checklist all materials being returned.

INTERPRETATION OF TEST RESULTS

The rating PST examinees receive is based on the Generic Speaking Proficiency Guidelines developed by ACTFL (American Council on the Teaching of Foreign Languages, 1986). According to the introduction to the guidelines, they:

> represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion.

These guidelines focus on proficiency, i.e., what an individual can and cannot do in the language, rather than on achievement, i.e., what an individual has achieved through specific language courses. The guidelines, thus, are based on a global assessment of the examinee's current ability to use the language.

Below are the general descriptions for the relevant ACTFL proficiency levels. The PST is designed for students between Intermediate-Low and Superior on this scale.

Novice

The Novice level is characterized by the ability to communicate minimally with memorized material. The PST is designed for examinees who exceed this level. Any examinee not achieving the minimum ability to be rated at the Intermediate level received this rating.

Intermediate

The three Intermediate levels are characterized by the speaker's ability to:

- create with the language by combining and recombining learned elements, though primarily in a reactive mode;
- initiate, minimally sustain, and close in a simple way basic communicative tasks; and
- ask and answer questions.

Intermediate-Low — Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

Intermediate-Mid — Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

Intermediate-High — Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

Advanced

The two Advanced levels are characterized by the speaker's ability to:

- converse in a clearly participatory fashion;
- initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events;
- satisfy the requirements of school and work situations; and
- narrate and describe with paragraph-length connected discourse.

Advanced — Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some

groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.

Advanced-Plus — Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.

Superior

The Superior level is characterized by the speaker's ability to:

- participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and
- support opinions and hypothesize using native-like discourse strategies.

Superior — Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior level speaker is only partially familiar with regional or other dialectical variants. The Superior level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

High-Superior — This rating, which is not part of the ACTFL scale, is used in PST scoring for examinees who clearly exceed the requirements for a rating of Superior. A rating of High Superior corresponds to a rating of 3+ to 5 on the scale used by the Interagency Language Roundtable (ILR) of the U.S. government. The PST is not designed to discriminate

among examinees above the ACTFL Superior level. A rating of High-Superior means that the examinee's proficiency is equivalent to at least a 3+ on the ILR scale.

TECHNICAL INFORMATION ON THE PST

Development of the PST

During the past decade, thanks primarily to the efforts of the American Council on the Teaching of Foreign Languages (ACTFL) and with the assistance of several government language training agencies under the auspices of the Interagency Language Roundtable (ILR), a major theoretical and practical development in the field of foreign language assessment has taken place. This development is the application of a criterion-referenced orientation to the testing of foreign language proficiency.

Two standards lie at the heart of the oral proficiency testing movement: the Oral Proficiency Interview (OPI) and the ACTFL/ILR speaking proficiency guidelines. The OPI is a direct face-to-face evaluation of the learner's second language competence conducted by trained interviewers and raters. [For information on the direct oral proficiency interview used by the government see Wilds (1975) and Sollenberger (1978). For information on the ACTFL oral interview see Higgs (1984), and Stansfield and Harmon (1987)]. The ACTFL proficiency guidelines, based on the earlier developed ILR guidelines, provide the criteria against which language proficiency is rated. Since 1980, ACTFL has trained approximately 1,000 interviewers and raters in the major foreign languages taught in the United States: Spanish, French, German and Russian. As a result, oral proficiency testing is widely available to individuals whose competence in these languages must be rated. However for less commonly taught languages such as Portuguese, the scarce number of trained interviewers makes it difficult if not impractical to connect an interviewer in one part of the country with an examinee in another part of the country. This situation impedes the availability of an oral proficiency interview to an individual who may have need for such a rating. The Portuguese Speaking Test (PST) was developed in response to this need.

The PST, a semi-direct test of oral proficiency, is firmly based on the above mentioned ACTFL/ILR standards. Its format seeks to emulate the OPI for intermediate and advanced level students by its various linguistic and socio-linguistic probes of examinee speaking ability. It is scored according to the current ACTFL/ILR oral proficiency guidelines, and examinees are given an ACTFL level description as their score (see **Interpretation of Test Results**, pp. 15-18).

The PST was developed by the Foreign Language Education and Testing Division of the Center for Applied Linguistics (CAL) in 1988 through a grant from the Office of International Research and Studies of the U.S. Department of Education. The format of the test was based on an earlier semi-direct test of oral proficiency developed at CAL, the Chinese Speaking Test (Clark and Li, 1986). First, three preliminary forms of the PST, each containing more items than would ultimately be required, were developed. These three forms were field-tested on two native speakers (one Brazilian and one Lusitanian) in order to ensure that the questions were clear and culturally appropriate. They were also field tested on 15 students of Portuguese at Georgetown University to ensure that the test questions were clear, understandable and working as intended, and to check the appropriateness of the pause times allotted for examinees' responses on the tape. Based on direct observation of examinees taking the test, written and verbal feedback, and evaluations

of the speech samples elicited by each test question, some minor revisions were made in the test directions, test questions, visual stimuli, and pause length. Following these revisions a formal study of the reliability and validity of the final three forms of the PST was carried out in May 1988.

In this study, 30 students of Portuguese, at a broad range of abilities and of widely diverse backgrounds, were administered two different forms of the PST as well as the OPI during a two-day period. An ACTFL certified and an ILR certified rater were used. For a given subject, the OPI was administered and the subject rated by one of these two raters. Each OPI was recorded and scored at a later date by the other rater. Each rater also scored all the PST tapes. Thus, each OPI and each form of the PST was scored independently by each rater using the same ACTFL/ILR scale. The data collected from the study serves as the basis for the statistical information concerning reliability and validity presented in the following sections. The complete technical report of the study, which includes a description of the characteristics of the sample, raw data and more in-depth statistical analyses than can be presented here, is available on microfiche in Stansfield and Kenyon (1988).

Level of Difficulty

The PST is designed to be a measure of speaking proficiency. Obviously, speaking proficiency can vary according to the type of task that an examinee is presented. Experience gained in developing the PST indicates that the tasks it requires an examinee to perform involve extended oral production and can not be addressed by an examinee who is at the Novice level on the ACTFL scale or below level 1 on the ILR scale. This experience is similar to that of Clark and Swinton (1979) in the development of the Test of Spoken English and by Clark and Li (1986) in the development of the Chinese Speaking Test. The tasks employed in the PST are appropriate for intermediate and advanced speakers of the language. For the most advanced speakers (level 3+ to 5 on the ILR scale) the tasks may be appropriate, but the semi-direct format of the test does not permit the extensive probing of weaknesses necessary to differentiate among individuals at this level. The test is appropriate for examinees from Intermediate-Low to Superior on the ACTFL scale and from 1 to 3 on the ILR scale.

Speededness

During the development of the PST, both native speakers and learners of Portuguese were observed while taking the test by CAL staff and members of the test development team. These careful observations were used to establish the length of the pauses allowed for the response to each question on the PST. As a result, the length of time allotted for the response to each question varies throughout the test. During the PST validation study, the 30 subjects were asked on a questionnaire to rate the pause lengths associated with the PST. 70% of the subjects rated the pause length as "about right," while 19% rated the pauses as "too short" and 11% rated the pauses as "too long." Thus, it may be concluded that an adequate amount of time is allotted for most examinees to answer each question.

However, it should be noted that PST raters are instructed not to consider whether an examinee finishes his/her response before the next question begins. If an examinee does not finish, the rater merely evaluates the level of proficiency indicated by the speech that was elicited. During the validation of the PST, raters were also asked to indicate the adequacy of pause length for the purpose of making an evaluation of examinee speech. Raters indicated no interference in rating tapes due to pause length.

Reliability of the PST

Reliability is the extent to which a test yields consistent results. There are several different methods of measuring reliability that may be relevant to a single test. In a test such as the PST, where scores depend on the ability of trained raters to use the same scoring guidelines, the most important type of reliability is interrater reliability. This is the degree of consistency between different raters scoring the same examinee. For each of the PST forms, the interrater reliability (degree of correlation between two raters' score for any particular examinee) for the two raters who participated in the validation study is given below:

PST Interrater Reliability

Form A (N = 19)	.93
Form B (N = 21)	.98
Form C (N = 20)	.96

These interrater reliabilities are all uniformly high across the three test forms. This suggests that the raters used to score the PST are highly consistent in the ratings they give to the PST speech samples.

It is also important to know the degree to which each of the three forms of the PST are parallel, i.e., how an examinee's score may be affected by which form of the test he/she took. The table below shows the consistency with which an examinee was rated on two different forms of the PST.

Parallel Form Reliability

	Rater 1	Rater 2	Rater 1 x Rater 2
Forms A and B (N = 10)	.99	.97	.98
Forms A and C (N = 9)	.99	.93	.94
Forms B and C (N = 11)	.99	.97	.97
First Form/Second Form (N = 30)	.99	.96	.95

In the table above, "First Form/Second Form" refers to the first and second form of the PST an examinee was administered. It is used here as a logical method to combine the three PST forms. The figures in the first two columns show the parallel form reliabilities when the two different forms are rated by the same rater. The third column shows the reliabilities when Rater 1 scored the first form and Rater 2 scored the second form. The

statistics in this column thus show variation due not only to different forms, but also to different raters.

These figures indicate that the parallel form reliability of the PST is very high even when different raters are used. The figures provide strong support for the conclusion that each form of the PST elicits a sample of speech that is uniformly challenging to the examinee and equally able to be evaluated consistently by the raters. The figures also warrant the conclusion that natural variations in examinee oral language performance are adequately controlled for by the PST format.

Standard Error of Measurement

Any measurement of an individual's ability involves a degree of error, the magnitude of which depends on the reliability of the test. This degree of error, when expressed in test score units, is called the standard error of measurement (SEM). The SEM indicates the interval or range in test scores that would be expected if an examinee were to take parallel forms of the test on numerous occasions. Thus, the standard error provides a confidence interval within which we can safely claim that the examinee's score would stay if the examinee took the test again prior to any real change in his or her proficiency. This is the practical usefulness of the SEM; it provides a lower limit and an upper limit on the estimate of an examinee's true ability.

The standard error of measurement of a multiple-choice test can be calculated in a straightforward manner. However, when the examinee's score on a test involves human judgement, such as with the PST, the SEM depends in large part on the reliability of the individual rater. Therefore, it is not possible to state the SEM of the PST exactly. For the two raters used in the PST validity study, the SEM would be .11 of a level on the 0-5 ILR scale for one rater and .19 of an ILR level for the other. These SEM coefficients assume that all the examinee's test scores would be rated by the same rater.

In the PST validity study, when the scores were rated by different raters, the standard error would be .23 of an ILR level. On the PST, this means that ratings at the lower level (Intermediate) are not as stable as those at the upper levels (Advanced and Superior). By applying this SEM (.23) to an examinee who obtained a rating of Intermediate Mid, we would find that there is a 95% probability that the examinee would score either Intermediate Low, Intermediate Mid, or Intermediate High on a retest, if the retest were scored by a different rater (the most severe condition). There is a 5% probability that the examinee's score would fall outside this interval. A retest involving the same examinee and the same raters would be less likely to produce a change in rating at the higher PST levels. For example, an examinee who scored as Superior on the PST is more likely to obtain a score of Superior on a retest than any other score, and there is a 95% probability that his or her score would not be lower than Advanced Plus or higher than the original score of Superior.

Thus, we can not precisely define the SEM of the PST, since it depends in large part on the rater or raters. Another reason it is difficult to define the SEM of the PST precisely is because the PST scale uses descriptive categories as opposed to numbers, which are typically

used for reporting scores on standardized tests. Nevertheless, it is appropriate to address the issue of the standard error, and we believe a reasonable estimate of the SEM is .20 of a level on the 0-5 ILR scale. While PST scores are quite accurate, this estimate of the SEM should be taken into account if very important or critical decisions are to be made based on a PST score. PST staff will be glad to discuss the SEM with score users in such cases.

Validity of the PST

According to the Standards for Educational and Psychological Testing (American Psychological Association, 1985), test validity refers to "the appropriateness, meaningfulness and usefulness of the specific inferences made from test scores" (p. 9). Validity is demonstrated by an accumulation of evidence that supports the claim of validity for a particular test. Some of this evidence is empirical. Other evidence may be qualitative, in that it deals with the content of the test, or it may be theoretical, in that it deals with a theory about the nature of the trait being measured by the test. In the case of PST, the central validity concern is the claim that the test is a measure of overall speaking proficiency in Portuguese.

Traditionally, three types of validity are usually identified according to how the evidence was gathered. These are content validity, criterion-related validity, and construct validity. The latter type, construct validity, "focuses primarily on the test score as a measure of the psychological characteristic of interest" (American Psychological Association, p. 9). In the case of the PST, this characteristic, or trait, is speaking proficiency in Portuguese. This is a broad trait, composed of a complex of innate abilities and learned skills. To date the most widely accepted measure of this trait is the OPI (see above). A great deal has been written elsewhere about the construct validity of the OPI, and no attempt is made to review this evidence here. [For information on the construct validity of the OPI see Bachman and Palmer (1981), Clark (1978), Frith (1980), and Higgs (1984).] Suffice it to say that following more than 30 years of use in the government and a decade of use in academia, the construct validity of the OPI is regarded as high. Since the PST was designed to be used as a surrogate OPI, it would claim to measure essentially the same constructs as the OPI, and to the extent that the two tests follow the same format and, most importantly, produce the same results, there would be evidence for construct validity. Therefore, the following information on the content and criterion-related validity of the PST in relation to the OPI provides evidence of the construct validity of the PST as a measure of speaking proficiency that can be used when a direct interview is not feasible.

Content validity is evidence that demonstrates the degree to which the sample of items, tasks or questions on a test are representative of the domain of content that could be tested (American Psychological Association, p. 10). Evidence for the content validity of the PST is found in the tasks examinees are asked to perform in demonstrating oral proficiency. First, students are asked to speak Portuguese only, and are not required to decode Portuguese (i.e., a different task), since directions are given in English. Concerning the face-to-face direct interview for which the PST may be used as a substitute, the speaking tasks students are asked to perform on the PST parallel those of the direct interview. Like the OPI, the PST begins with a "warm-up" phase containing conversational questions about the examinee's personal background. It then moves to picture-based questions involving a

finite description. These questions function like the "level check" phase of the OPI in that they allow the examinee to demonstrate his/her ability to describe or narrate in extended discourse. Then the PST moves to the text-based questions presented in English. This is analogous to the "probe" phase of the OPI. During this phase the examinee is instructed to talk about selected topics involving different discourse strategies. These strategies include explaining a process, describing a controversial topic and arguing in favor of a particular point of view, and talking about a hypothetical situation. In the final part of the PST, the examinee is asked to imagine that he/she is confronting a particular problem in a particular situation and to use his/her persuasive powers to accomplish a desired end. For the OPI, and thus also the PST, these tasks have been deemed capable of probing an examinee's oral proficiency and of eliciting a representative sample of an examinee's speech. For further information relevant to the content validity of the PST, see the section on Test Content earlier in this manual.

In order to determine whether the PST is as effective as the OPI in probing an examinee's Portuguese speaking proficiency, subjects in the validation study were asked to indicate on a questionnaire if the questions asked during each test (the OPI and the PST) adequately probed their maximum level of speaking ability. For both test formats the responses were identical: 73% said "Yes" while 27% said "No." These data provide further evidence of the content validity of the PST as a surrogate OPI.

However, unlike the OPI, the PST is limited in the amount of probing it is able to do. Thus, for examinees at near-native and native levels of proficiency, such as levels 3+ through 5 on the ILR scale, the PST is not viewed as capable of probing as adequately or thoroughly as a direct interview. Since the PST is not viewed as an effective discriminator of individual differences in proficiency at these high levels, PST scores at these levels are combined into a single rating of High-Superior.

Criterion-related validity is evidence that "demonstrates that test scores are systematically related to one or more outcome criteria" (American Psychological Association, p. 11). In the case of the PST, the OPI is a relevant criterion variable and the relationship between the PST and the OPI can be empirically measured. In the PST validation study (Stansfield and Kenyon, 1988), the following correlations were obtained by the two raters who provided independent ratings of performance on the OPI (Live Interview) and on two different forms of the PST.

Correlations between PST and Live Interview (Same Rater)

	Rater 1	Rater 2
Form A (N=19)	.96	.90
Form B (N=21)	.95	.91
Form C (N=20)	.93	.92
All Forms (60 observations)	.95	.91

In the table above as well as the one following, "All Forms" refers to pairing each rater's 60 independent PST scores (two PST forms x 30 subjects) with the corresponding OPI

scores. The figures for this line, then, represent an average correlation. The high correlations presented above support the use of the PST as a measure of oral proficiency comparable to the OPI. The average correlation for the two raters is .93. The correlations supply empirical evidence for the criterion-related validity of the PST as a measure of speaking proficiency in Portuguese.

This criterion-related evidence is further supported by the most demanding type of comparison: examinee performance on the OPI (Live Interview) when rated by one rater with performance on the PST rated by a different rater. Below are the correlations between the OPI and the PST when scored by separate raters.

Correlations between PST and Live Interview (Separate Raters)

Form A (N=19)	.92
Form B (N=21)	.93
Form C (N=20)	.93
All Forms (60 observations)	.93

In the PST validation study, each of the PST response tapes was rated by the two different raters and each interview was separately scored by the two different raters. The data in the table above indicate a high correlation between the PST and the OPI under the most stringent conditions; one rater rates the examinee on the PST while a different rater separately rates the examinee on the OPI.

A final summary correlation that pairs all 60 independent interview ratings (30 interviews, 2 raters) with the 120 independent PST ratings (60 ratings, 2 raters) is .93. This figure takes into account both same rater and different rater scoring. Its magnitude, along with the other correlations above, strongly support the criterion-related and construct validity of the PST as a measure of oral proficiency and support its use as an alternative to the OPI.

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The Center for Applied Linguistics (CAL) was chartered in 1959 as a non-profit corporation in Washington, DC, with initial support provided by the Ford Foundation. While historically CAL has developed language tests to meet the needs of its various domestic and international projects, in 1986 CAL's language testing initiatives were centralized in the Foreign Language Education and Testing Division. The Division produces second language tests for use in governmental, educational, and occupational settings. For information on CAL's test development capabilities, contact Dr. Charles W. Stansfield, Director, Division of Foreign Language Education and Testing, CAL, 1118 22nd Street, NW, Washington, DC 20037, (202) 429-9292.

PORTUGUESE SPEAKING TEST

Order Form

Ship to: (Please print)

_____
Name

_____
Position Title

_____
Department

_____
Institution

_____
Street

_____
City/State/Zip Code

_____
Telephone #

Bill to: (if different from left)

_____
Name

_____
Position Title

_____
Department

_____
Institution

_____
Street

_____
City/State/Zip Code

_____
Telephone #

First order?

____ Yes (If yes, CAL reserves the right to verify the above information)
____ No

Test Form. The Portuguese Speaking Test is available in three parallel forms.

_____ Form A _____ Form B _____ Form C

Tape Version. The Portuguese Speaking Test master tape is available in two versions.

_____ Brazilian Portuguese _____ Lusitanian Portuguese

Number of examinees expected: _____ ($60 per examinee)

Approximate testing date: _____ **Required delivery date:** _____

Purpose and use of the test: (Check all that apply)

____ admission to a Portuguese study program
____ placement within a Portuguese study program
____ exemption from Portuguese language requirement
____ application for scholarship or appointment
____ competency testing upon exit from a Portuguese program
____ certification of Portuguese language proficiency for career purposes
____ other (Please specify: _____)

Payment

You will be billed at $60.00 per examinee for the actual number of examinees tested after you return the test materials to CAL. Delivery charges will be paid by CAL, provided this order form reaches CAL at least two weeks prior to the required delivery date indicated above. Delivery charges for rush orders requiring a shorter delivery time will be billed to the institution placing the order. Official score reports will be issued about three weeks after the materials have been returned to CAL.

Security Agreement

It is vital that you maintain the security of the test materials from the time you receive them until they are returned to CAL. Before the test materials are sent out, the following security agreement must be signed.

I promise to:

(1) keep the PST test booklet and test tapes confidential and secure;

(2) guarantee that neither the test booklet nor the test tapes will be reproduced in any form; and

(3) return all test materials to the Center for Applied Linguistics within three days after administering the test.

Signature	Date
Name (print)	Telephone number
Title	Department

Office Use Only

Date received: _____ Date filled: _____ By: _____

APPENDIX I

PORTUGUESE SPEAKING TEST

EXAMINEE HANDBOOK

All examinees must read this handbook before taking the Portuguese Speaking Test.

IMPORTANT INFORMATION

Examinee's Name _____
Date of Exam _____
Time of Exam _____
Location of Exam _____
_____
_____
Test Supervisor _____
Test Fee _____
Institutional Registration? Yes _____ No _____

The Portuguese Speaking Test was developed by the staff of the Division of Foreign Language Education and Testing at the Center for Applied Linguistics under Grant Number G008740397 from the Office of International Research and Studies of the U.S. Department of Education.

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GENERAL INFORMATION

The purpose of the Portuguese Speaking Test (PST) is to evaluate the level of oral proficiency in Portuguese attained by American and other English-speaking learners of Portuguese. It is intended for post-secondary students and adults at intermediate and advanced levels of Portuguese. The test lasts about 43 minutes and consists of six parts. You will hear the directions and questions for all parts from a master test tape. The directions and test questions will be in English, with the exception of the test questions in Part One, which are in Portuguese. In addition, you will use pictures and text in a test booklet to answer some of the test questions. Your responses will be recorded on a separate cassette tape which will be evaluated by a specially trained PST rater.

TEST REGISTRATION

The PST must be administered by a qualified test supervisor. There are two ways to register: institutional registration and individual registration. If your instructor or institution has arranged for you to take the PST (called "institutional registration"), your institution will inform you of the date, time, and location of testing and of any testing fees to be charged to you. You may find that information written on the cover of this handbook. If not, you should record it there. Your institution may require a local registration for the exam. In this case, you will be required to present a photo identification card (passport, driver's license, or student ID containing a photograph of yourself) and give your name and social security number to the test supervisor before the day of the test. You may pay the testing fee (if applicable) to the test supervisor by cash or check when you register or when you report to the test center on the day of the test. If you opt to pay by check, confirm with your supervisor whether the check should be made payable to the supervisor or to the participating institution. **Do not write a check to the Center for Applied Linguistics (CAL).**

If you are registering for the PST as an individual, please turn to Appendix A (page 9) for the **INDIVIDUAL REGISTRATION PROCEDURES.**

PREPARING FOR THE TEST

As a test of general oral proficiency, the PST is not based on any particular textbook or course of study, but on the kinds of language-use situations that you may encounter in every-day real-life contexts. Because this type of speaking proficiency can be achieved only through continued study and practice with the language, it will not be helpful for you to study intensively just prior to the test. The suggested preparation for the test is to carefully review the information contained in this manual, especially the description of the test and sample questions, in order to know what to expect on the test. You may also want to practice speaking Portuguese as much as you can immediately prior to the test so that you will be "warmed up" at the time of the test. Additionally, since the PST requires you to speak into a microphone to record your answers, you may wish to practice recording your own voice to help you get accustomed to this method.

ON THE DAY OF THE TEST

On the day of the test, you must report to the test center 10 minutes before the test is scheduled to begin; no one will be admitted after the test has begun. Remember to bring the following items with you:

1. a photo ID (driver's license, student ID, or passport);
2. test fee (if applicable) and you have not prepaid during registration;
3. completed Request Form for Official Score Reports from the back of this handbook (see the section entitled **OFFICIAL SCORE REPORTS** below).

If you forget to bring these items, you will not be admitted to the testing room. There can be no exceptions to this rule.

The following materials are **prohibited** in the testing room: books, dictionaries, personal recording devices, photographic devices, pens, notes, and papers. Any cheating (giving or receiving assistance, taking the test for someone else, copying or recording any test material, etc.) will result in dismissal from the testing room and cancellation of your test results. The test fee will not be refunded under such circumstances.

DESCRIPTION OF THE TEST

The PST is designed to emulate the direct face-to-face Oral Proficiency Interview used by U.S. government agencies and the American Council on the Teaching of Foreign Languages (ACTFL) through a semi-direct format. Instead of being asked questions in a face-to-face interview, you will hear directions and questions from a master test tape. For some of the questions you will also use a test booklet. Your responses will be recorded on a second tape. After the test is concluded the answers you gave on the response tape will be evaluated by specially trained PST raters. Thus, your score will depend entirely on what is on your response tape. Therefore, it is necessary to always speak loudly and clearly into your microphone when taking the test.

The PST may be administered to a group in a language laboratory setting or individually using two tape recorders. Your supervisor will determine the type of testing arrangements you will use.

On the following page are the general directions to the test which you will hear on the master test tape before the test begins. Read them now to acquaint yourself with them before you take the test.

There are six parts of the PST. Each requires you to accomplish different tasks with the language. The various types of questions are used to probe the depth of your ability to speak and use Portuguese. When the test is completed, your response tape will contain a representative sample of your present ability to speak Portuguese. The six parts of the PST are described below.

GENERAL DIRECTIONS

This is a test of your ability to speak Portuguese fluently and accurately. There are several parts in the test. Directions for each part will be given in English. Listen carefully to the directions, and answer in Portuguese when you are asked to do so. Your answers will be recorded on tape, so it will be important for you to speak **clearly** enough and **loudly** enough for your voice to be properly recorded.

During the test you will be asked to put yourself in various contexts in Brazil or Portugal. There is no need to accommodate your Portuguese to the geographic location of the different questions. Always use the type of Portuguese you normally speak.

Within each part of the test, the speaking tasks you will be asked to perform will range from easy to considerably more challenging. Your are **not** expected to be able to answer all questions with equal facility. However, you should try to speak as **much** and as **well** as possible in response to each question.

The amount of time provided for your response will vary depending on the complexity of the question. Since the amount of time each examinee needs to respond also varies, feel free to stop talking when you feel you have given a complete response. On the other hand, do not worry if you are occasionally interrupted by the next question before completing your answer.

Remember that there are no right or wrong answers on this test. The purpose of this test is to allow you to demonstrate your ability to speak Portuguese. Therefore, always say as much as you can, speak as well as you can and show what you can do.

Part 1. Personal Conversation.

In this part, you will be asked to respond to several short questions about your family, education, hobbies, etc. These short questions will be spoken in either Brazilian or Lusitanian Portuguese, depending on the master test tape requested by your supervisor. This is the only part in which Portuguese is used on the tape. After each question is asked, you will have between 5 and 25 seconds to respond, depending on the information requested by the question. Examples of these questions follow.

(You hear:)

Você vem de una família grande?

O que é que pretende fazer logo após o seu exame de português?

Você acha que o estudo do português tem sido útil e porquê?

For each question in parts 2 - 6, you will be given between 15 and 30 seconds to prepare an answer before being required to speak. Time for giving an answer varies from 45 seconds to 1 minute and 45 seconds, depending on the complexity of each question.

Part 2. Giving Directions.

You will be shown a pictorial map in the test booklet and be instructed to give directions between two points on the map. You will be told, in English, to whom to give the directions and why you need to give them.

Part 3. Detailed Description.

You will be shown a drawing depicting a variety of objects and actions in the test booklet and be instructed to describe the picture in as much detail as possible. You will be told, in English, to whom you are giving the description and why.

Part 4. Picture Sequences.

You will be instructed to speak in a narrative fashion about a sequence of four or five pictures shown on a single page in the test booklet. There are three picture-sequence questions focusing on present, past and future time narration respectively. Again, you will be told, in English, the context in which you are giving the narration.

Part 5. Topical Discourse.

In this part, you will be instructed to talk about five topics. You will hear the topics, in English, on the tape; they are also written in English in the test booklet. Examples of such topics follow.

Please describe the kinds of leisure-time activities you particularly enjoy.

Talk about the advantages and disadvantages of using public transportation.

Explain to a Portuguese-speaking friend how one would go about buying a used car in the United States.

Some Americans feel that foreign language education should begin in the first grade or even kindergarten. Do you agree or disagree? Explain why.

If you were financially able to spend one year traveling, free of any other responsibilities, where would you go and what would you do?

Part 6. Situations.

In this part, you will hear and read, in English, five printed descriptions of real-life situations in which a specified audience and communicative task are identified. You will then be instructed to carry out the specified task. Examples of such situations are given below.

You are at a hotel in Brazil. Tell the clerk you need a double room with private bath for two nights. Ask about room rates and if you can pay by traveler's check.

You are at a clothing store in Lisbon. Ask if you can return a shirt you bought there yesterday. You discovered it had a stain on it when you brought it home.

You want to buy a ceramic bowl at a stand at an open air market in Lisbon. However, you feel the asking price is too high. Try to convince the shopkeeper to lower the price.

When you arrive at the airport in Rio de Janeiro, you discover your luggage was sent to Europe. The clerk tells you it will be returned in three days. Irate, you ask the airlines to give you money for the new clothing you will need to buy for your important business meeting tomorrow.

After staying with a large Brazilian family for the summer, you take them out to a formal restaurant to express your thanks. Before the meal begins, you formally give a little toast expressing your thanks for the family's hospitality during your stay.

Remember, there are no right or wrong answers on the test. Your score will depend on **how** you express yourself in Portuguese and **not** on the actual ideas you express. The entire test lasts about 43 minutes. You will speak Portuguese for about 20 minutes in total.

INTERPRETING PST SCORE RESULTS

Within three weeks of taking the PST, you will receive an official score report which will contain your oral proficiency rating. The rating you will receive is based on the ACTFL Proficiency Guidelines. These guidelines provide global characterization of speaking proficiency at different levels. Each level description is only representative of that range of ability and each higher level subsumes the characteristics of all levels beneath it.

You must remember that these guidelines focus on proficiency, i.e., what you can and cannot do in the language, rather than on achievement, i.e., what you have mastered in specific language courses. Thus, the guidelines are based on a global assessment of your current ability to use the language.

On page 7 are the general descriptions for the ACTFL proficiency levels used for the PST. This summary of level descriptions also appears on the back of your official score report. To interpret your PST score, locate the description for your rating. The description should be an adequate portrait of your present ability to speak Portuguese.

OFFICIAL SCORE REPORTS

After the test has been administered, the Center for Applied Linguistics (CAL) will arrange for your response tape to be rated by a certified PST rater. For each examinee, three official PST score reports will be sent out within three weeks to the address(es) you request on the Request Form for Official Score Reports. (This form is located on the back cover of this handbook and may be detached or photocopied.) You may have all three reports sent to yourself, or you may have CAL send one or two of your reports directly to an institution or employer.

If you were registered through an institutional registration, a roster of scores will also be sent to the test supervisor at the institution where you were tested. If you did not submit a Request Form for Official Score Reports, you may obtain your score from the test supervisor at that institution. (**Note:** If you registered individually, your score reports will be sent to you but **not** to your test supervisor unless so requested on the Request Form for Official Score Reports.)

You may also order additional official score reports at a cost of $6.00 each. They will be sent by CAL either to you or to an institution you designate. If you wish additional score reports, send a letter with your name, social security number, test date, test center and test supervisor (if known) along with the names and addresses of the places you want the score reports sent. Address the letter to:

Coordinator, Portuguese Speaking Test
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037

NOVICE	The Novice level is characterized by the ability to communicate minimally with learned material. The PST is designed for examinees who exceed this level. Any examinee not achieving the minimum ability to be rated at the Intermediate level will receive this rating.
INTERMEDIATE	The Intermediate level is characterized by the speaker's ability to: • create with the language by combining and recombining learned elements, though primarily in a reactive mode; • initiate, minimally sustain, and close in a simple way basic communicative tasks; and • ask and answer questions.
Intermediate-Low	Able to handle successfully a limited number of interactive, task-oriented and social situations. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.
Intermediate-Mid	Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.
Intermediate-High	Able to handle successfully most uncomplicated communicative tasks and social situations. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.
ADVANCED	The Advanced level is characterized by the speaker's ability to: • converse in a clearly participatory fashion - initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events; • satisfy the requirements of school and work situations; and • narrate and describe with paragraph-length connected discourse.
Advanced-Plus	In addition to demonstrating those skills characteristic of the Advanced level, the Advanced Plus level speaker is able to handle a broad variety of everyday, school, and work situations. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.
SUPERIOR	The Superior level is characterized by the speaker's ability to: • participate effectively and with ease in most formal and informal conversations on practical, social, professional, and abstract topics; and • support opinions and hypothesize using native-like discourse strategies.
High-Superior	This rating, which is not part of the ACTFL scale, is used in PST scoring for examinees who clearly exceed the requirements for a rating of Superior. A rating of High-Superior corresponds to a rating of 3+ to 5 on the scale used by the Interagency Language Roundtable of the U.S. Government. The PST is not designed to evaluate examinees above the ACTFL Superior level.

Please include your payment, which may be made by check payable to *PST/Center for Applied Linguistics*, or by money order. Score reports will be sent within 2 weeks following receipt of your request by the PST office.

RESCORING POLICY

Once you receive your PST score, you may for any reason request that it be rescored. In this case, CAL will have it scored by a second PST rater. If this rating results in a change in your score CAL will send you a new score report and will report the new score to any institutions that were previously sent score reports by CAL. If there is no change in the score, you will be notified of this. The fee for rescoring a PST test is $15.00. If the rescoring results in a change in your score, this fee will be refunded to you. If you would like rescoring, send a check for $15.00 to the address above with a written request for rescoring. Be sure to include the following information: your full name, social security number, test date, test center location and test supervisor (if known).

SCORE CANCELLATION REQUESTS

You may cancel your test scores immediately after taking the PST if you send a written request to do so to the PST coordinator. This request **must** be received within seven days of taking the test. If you request a score cancellation, your test will not be evaluated and you will have no score.

You may cancel your request to have an official score report sent to the institutions you designated on the Request Form for Official Score Reports by crossing out the address(es) on the form on the day of the test. Remember, however, that you must submit the request form if you want an official score report sent to you.

APPENDIX A

INDIVIDUAL REGISTRATION PROCEDURES

It is possible for an individual examinee who needs an oral proficiency score to initiate the testing procedure. In this case, you must follow the procedures described below.

A. Arrange for a qualified individual to supervise the test

1. Contact the Center for Applied Linguistics (CAL) for the name of the PST test center nearest you. Call the Coordinator of the Portuguese Speaking Test at (202) 429-9292 or write:

   Coordinator, Portuguese Speaking Test
   Center for Applied Linguistics
   1118 22nd Street, NW
   Washington, DC 20037

   [NOTE: CAL is not able to accept collect phone calls.]

2. CAL will inform you if a nearby test center is available. If so, then contact the test center supervisor directly. Fill out the Individual Registration Form at the end of this section and give it to the test center supervisor. Instructions for completing this form are found below. Bring payment for the test ($60) to the test supervisor. Please note that individual test centers may charge an additional fee for the service of administering the test.

3. If a nearby test center is not available, follow these procedures.

   a. Contact an instructor at a local institution that offers a Portuguese language program. If no local institution offers Portuguese, contact the director of the language laboratory, or if none is available, a local foreign language teacher who is willing to administer the test. The PST coordinator may be able to offer you assistance in contacting an individual to act as test supervisor. However, it remains your responsibility to get a test supervisor.
   b. Have the person who is willing to administer the test call or write CAL and request a PST Test Manual for complete instructions on administering the PST. As in Item 2 above, fill out the Individual Registration Form and give it to the test supervisor, who will forward it to CAL. Bring payment for the test ($60) to the test supervisor. Please note again that individual test centers may charge an additional fee for the testing service.

4. When registering with your test supervisor for the PST, you need to bring with you a photo identification card (driver's license, student ID, or passport) and give your name and social security number to the supervisor.

IMPORTANT: Under normal circumstances the PST will be administered about two weeks after CAL is contacted **by a test supervisor.** Be advised that finding a test supervisor may require considerable time if none is currently available. You are reminded to keep this in mind and plan accordingly.

B. Complete the Individual Registration Form

The Individual Registration Form is found at the end of this section. You may make a photocopy of it or detach it from this manual. It must be filled out by all examinees and their supervisors registering under the individual registration procedures described above. It consists of two parts.

Part A: To be completed by the examinee.

1. Please print your name and social security number clearly. Remember that your test supervisor will need to verify your social security number with a photo ID.
2. Put the address where you want your results sent and a daytime and evening telephone number where you could be reached by the PST coordinator if necessary.
3. Choose the PST version (Brazilian or Lusitanian Portuguese) that is right for you.
4. Write your desired testing date and alternate testing dates. Remember that it takes two weeks to send the testing materials to your test supervisor **once the PST office receives an order form from your supervisor.**
5. State your reason for taking the PST. This is optional, however, and is for CAL's informational use only.
6. Do not forget to sign and date the form.

Part B: To be completed by the test supervisor.

1. Write the location where the test will be given.
2. Print name, title, institution, address and telephone number of the supervisor.
3. Check the examinee's photo ID and date and sign the form.

This form is then sent along with the PST Order Form by the test supervisor to the PST office.

Note: you may cancel your PST registration at any time. However, the amount of your refund will depend on when the registration is cancelled:

Before the test materials are sent from CAL:	$40.00 Refund
After materials are sent but before the PST is administered:	$30.00 Refund

PORTUGUESE SPEAKING TEST

Individual Registration Form

(This form must be accompanied by an institutional PST Order Form available in the PST Test Manual or from CAL directly. Please follow all directions in the Examinee Handbook on completing this form .)

Part A. To be filled out by examinee:

Examinee Name: _____
Last First MI

Social Security Number: _____

Address: _____

_____

_____

Telephone Number: (day) _____-_____-_____ (eve) _____-_____-_____

PST Version: _____ Brazilian Portuguese _____ Lusitanian Portuguese

Desired Testing Date: _____

Alternate Testing Dates: _____ _____ _____

Reason for taking the PST (optional):

I verify that the above information is correct.

_____ _____
Date Signature of Examinee

Part B: To be filled out by Test Supervisor.

Test Center: _____

_____

Test Supervisor: _____

Title of Supervisor: _____

Institution: _____

Address: _____

_____

_____

Telephone: _____

I verify that I have agreed to serve as the test supervisor for the above examinee. I will follow all directions and procedures stated in the PST Test Manual. Furthermore, I verify that the above examinee's identification and social security number are correct.

_____ _____
Date Signature of Supervisor

PORTUGUESE SPEAKING TEST

Request Form for Official Score Reports

Print the required information below. Detach this form and give it to the test center supervisor on the day of the test.

Examinee Name: _____
Last First MI

Social Security Number: _____ Test Date: _____/_____
(month / year)

Test Center: _____

Test Supervisor (if known): _____

Examinee's Address: _____

_____

_____

• • • • • • • • • • •

Three copies of your official score report will be sent to the address above, unless you would like CAL to send the extra copies of your official score report directly to an institution or employer. If so, then print the name(s) and address(es) below. To cancel this order, simply completely cross out the address(es) on the day of the exam after taking the PST.

1. _____
Name of score recipient

_____
Institution

_____
Department

_____
Number and Street

_____
City

_____
State/Zip code

2. _____
Name of score recipient

_____
Institution

_____
Department

_____
Number and Street

_____
City

_____
State/Zip code

_____
Your signature

_____
Date

Office Use Only

Date received: _____ Date processed: _____ By: _____

APPENDIX J

PORTUGUESE SPEAKING TEST

OFFICIAL SCORE REPORT

The examinee _____ has taken the Portuguese Speaking Test and achieved a rating of _____.

Testing Site: _____

Testing Date: _____

Not official without this seal.

Center for
Applied Linguistics
1118 22nd Street, N.W.
Washington, DC 20037

NOVICE	The Novice is characterized by the ability to communicate minimally with learned material. The PST is designed for examinees who exceed this level. Any examinee not achieving the minimum ability to be rated at the Intermediate level will receive this rating.
INTERMEDIATE	The Intermediate level is characterized by the speaker's ability to: • create with the language by combining and recombining learned elements, though primarily in a reactive mode; • initiate, minimally sustain, and close in a simple way basic communicative tasks; and • ask and answer questions.
Intermediate-Low	Able to handle successfully a limited number of interactive, task-oriented and social situations. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.
Intermediate-Mid	Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.
Intermediate-High	Able to handle successfully most uncomplicated communicative tasks and social situations. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.
ADVANCED	The Advanced level is characterized by the speaker's ability to: • converse in a clearly participatory fashion - initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events; • satisfy the requirements of school and work situations; and • narrate and describe with paragraph-length connected discourse.
Advanced-Plus	In addition to demonstrating those skills characteristic of the Advanced level, the Advanced Plus level speaker is able to handle a broad variety of everyday, school, and work situations. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.
SUPERIOR	The Superior level is characterized by the speaker's ability to: • participate effectively and with ease in most formal and informal conversations on practical, social, professional, and abstract topics; and • support opinions and hypothesize using native-like discourse strategies.
High-Superior	This rating, which is not part of the ACTFL scale, is used in PST scoring for examinees who clearly exceed the requirements for a rating of Superior. A rating of High-Superior corresponds to a rating of 3+ to 5 on the scale used by the Interagency Language Roundtable of the U.S. Government. The PST is not designed to evaluate examinees above the ACTFL Superior level.